

INSPECTION REPORT

THE LOYNE SCHOOL

Lancaster

LEA area: Lancashire

Unique reference number: 119892

Headteacher: Carol Murphy

Lead inspector: George Derby

Dates of inspection: 7 – 10 June 2004

Inspection number: 259049

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: 59

School address: Sefton Drive
Lancaster

Postcode: LA1 2PZ

Telephone number: 01524 64543

Fax number: 01258 845118

Appropriate authority: The Governing Body

Name of chair of governors: Gillian Sheath

Date of previous inspection: September 1998

CHARACTERISTICS OF THE SCHOOL

The Loyne School is an average sized, well established, special school catering for up to 65 pupils. The pupils have severe learning difficulties (SLD) and the school also caters for pupils with profound and multiple learning difficulties (PMLD). The school also admits pupils with autism; the number of these pupils is increasing. The school caters for the full age range (2 to 19 years) and has a Further Education (FE) department for 13 students over 16 years. Pupils sometimes transfer to the FE provision from other special schools at 16 years. The Foundation Stage class (Nursery and Reception) caters for relatively large numbers and 14 children currently attend on a part or full time basis. The pupils here have a much wider range of needs than the rest of the school and children may move on to be placed in mainstream schools instead of continuing in the Loyne.

The school draws its pupils mainly from the north Lancashire area, surrounding Lancaster. Nearly all the pupils come from white (British) backgrounds, although there are two from minority ethnic groups. English is the home language of all pupils. Pupils come from a wide range of socio-economic backgrounds. They enter the school with very low levels of attainment.

The school has very strong links with the local primary school and also with a nearby Catholic secondary school where Loyne pupils attend. There are also links with other schools in pupils' home area. The school links well with many organisations such as *Sure Start*, *Mencap* and

has a grant through *New Opportunities Funding (NOF)* for out of hours learning. It received the *School Achievement Award* in 2002 and 2003, a *Jenx award* also in 2003 and an *Investor in People (IIP) award* in 2002. The local education authority (LEA) is in the process of reviewing the provision the Loyne offers, alongside all other special schools in Lancashire.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25349	George Derby	Lead inspector	Science Information and communication technology
19807	Keith Osborne	Lay inspector	
10099	Sue Lewis	Team inspector	Geography History Religious education Modern foreign language Foundation Stage Special educational needs
1769	Michael Holohan	Team inspector	Mathematics Art and design Design and technology Music Post-16
21765	Patricia Potheary	Team inspector	English Personal, social and health education Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school with many excellent features. It has an excellent ethos and the care provided for pupils is also excellent. It is built on a firm foundation of excellent relationships. The pupils' achievements are very good. Achievement is particularly strong for pupils' personal development and their communication skills. The teaching is very strong and has excellent features. Staff know the pupils very well and plan work which precisely meets their needs. The leadership and management of the school are very good and there has been a rigorous drive to improve the quality of the provision since the headteacher's arrival four years ago. The deputy headteacher also makes a significant contribution to the school's work. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics, science, personal, social and health education (PSHE) across the school and in information and communication technology (ICT) in Years 7 – 14.
- ICT is used well to support pupils' learning and communication; the support for communication through spoken language, signs and symbols adds much to the pupils' ability to learn.
- The school provides an 'excitement' in learning and this results in pupils who are highly motivated and whose attitudes and behaviour are excellent; their attendance is also excellent.
- The excellent leadership of the headteacher, especially the clarity of her vision, determination for improvement and commitment to inclusion has resulted in very strong team work among staff; the senior staff provide excellent role models.
- The opportunity the pupils have to be included in lessons in mainstream schools, together with the support the school gives to staff through its outreach programme, is excellent overall.
- The quality of provision in the Foundation Stage and Further Education department is very good; a high level of expertise ensures high quality experiences are provided.
- The accommodation is unsatisfactory and does not meet the personal needs of the pupils or the demands of the curriculum for older pupils in Years 7 to 14.

There has been a very good improvement since the school was inspected in 1998. The staff have worked unceasingly to improve very successfully pupils' achievements. It has also improved very well the planning for subjects through the highly developed roles of co-ordinators and the very good leadership and management of most subjects. Accommodation (which is largely the responsibility of the LEA) has not improved for the Further Education unit or for some subjects, however.

STANDARDS ACHIEVED

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

Year 11	very good	very good
Year 13	very good	very good

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

The very good attention to planning, both for individual lessons and in the long term (in most subjects), and the good quality teaching, are the main reasons why **pupils' achievements are very good**. The wide range of ways of supporting pupils' communication through the use of ICT, sign and symbols helps pupils understand better what they are to do and learn as well as making their needs known. Pupils make good progress in their use of ICT in the primary department; a more systematically planned programme could help them achieve as much as those pupils in the secondary department. Achievement in pupils' personal skills and development is very good because of the wide range of ways pupils have to learn these, especially those who have inclusion opportunities in local schools and colleges and through opportunities in the community.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are excellent. Pupils have an exceptionally keen interest in their lessons and behave extremely well. Attendance and punctuality are also excellent; there is very little absence due to sickness for this type of school.

QUALITY OF EDUCATION

The quality of education is very good overall. The quality of teaching and learning is very good with excellent features. Teachers plan their lessons very well, thinking about their pupils' needs and how to match work precisely to them. They give them every encouragement and support them very well using the very good skills of perceptive teaching assistants. As a result, the pupils enjoy lessons exceptionally well and respond very highly. Other aspects, such as the very high quality of care for pupils (particularly induction, health, welfare and safety) and the very good links with parents and the community very strongly contribute to the pupils' opportunities and progress. The curriculum and the way the school enriches pupils' opportunities are very good. The provision for personal, social, health and citizenship education is very good because it is taught separately, as well as through every subject and in every part of the school day. Although assessment is very good overall, there is scope for pupils to be more involved in target setting and self-assessment.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. A very strong feature of the school is the constant striving for excellence. The headteacher's and governors' determination for high standards, and to ensure all pupils are as fully included in school and community life as possible, is highly successful. The work of the governing body is developing well and is sound. All statutory requirements are met. A number of governors are new and are just beginning to understand their roles. Others provide very valuable support. Leadership and management of most subjects are very good. The senior management team is very strongly supportive and contributes to the strength of teamwork among staff. Planning for the development of the school is comprehensive and highly effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have excellent views of the school. Most parents, at the pre-inspection meeting, were unreservedly positive about the school. There were virtually no concerns raised through the questionnaire they completed. Pupils like their lessons and activities exceptionally well.

IMPROVEMENT NEEDED

The most important thing the school (together with the LEA) should do is:

- Ensure that the accommodation meets the demands of the curriculum and all pupils' needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The attainment of pupils is very low when they enter the school. This is due to their severe, profound, or other learning difficulties. Pupils' achievements are very good. They are very good in the Foundation Stage, in Years 1 to 11 and in the Further Education department.

Main strengths and weaknesses

- The pupils make very good progress and achieve very well in most subjects; this represents very good improvement since the last inspection.
- The very good use of signs, symbols and objects significantly aids pupils' progress.
- Staff understand the needs of pupils very well.
- A few pupils could achieve even more than they already do; the lack of specialist accommodation reduces the progress the pupils could make.

Commentary

1. The very good improvement in pupils' achievement is a result of the school's improvement in a number of key areas. At the time of the last inspection, the pupils' achievements were sound in most subjects. However, the curriculum did not always build on what pupils had learned previously. In mathematics, science, and in design and technology there was insufficient emphasis on parts of these subjects. This meant that progress in aspects of these was unsatisfactory. The curriculum is now very good; it is very well planned and meets pupils' needs very well.
2. Other reasons for improved progress and pupil achievement are:
 - the very good teaching;
 - the very good knowledge of pupils' special educational needs and subject knowledge - how to plan activities relevant for pupils to maximise learning;
 - the wide range of ways of helping pupils to communicate and to learn;
 - high quality assessment of pupils' learning and tracking of pupils' progress;
 - very effective target setting to raise attainment;
 - very good development of most subjects through improved and high quality subject leadership.
3. In English, mathematics, science, ICT in the secondary department, art and design, design and technology, music, physical education and personal, social, health education, religious education and the Foundation and Further Education departments pupils make very good progress and achieve very well. In the Foundation Stage, the children's achievements are very good. This is because of the very good knowledge that staff have of the pupils' needs and the very good way they use assessment information to plan work for them. In the Further Education department, very good, stimulating teaching and a wide range of learning experiences enable students to give of their best and to be as independent as possible. This make a significant contribution to their overall progress.

4. The knowledge of pupils' special educational needs, especially those pupils with autism and PMLD, is very good and overall the pupils with additional needs make very good progress. Some individuals make significant progress, such as some autistic pupils who have been excluded from previous settings. A significant strength has been the way teachers now use signs, symbols and objects very well throughout their lessons to support pupils' communication and understanding.
5. Although pupils' progress and their achievements are mostly very strong, for some, they could be even stronger in some subjects. The curriculum has been skilfully modified in subjects such as science, design and technology and art and design to account for the considerable deficits of the accommodation. In addition, the school uses resources external to the school to partly compensate for these weaknesses, although this involves travelling to different locations. Some pupils could achieve even more if the programmes were provided at the right stage for their age.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are excellent. Pupils' attitudes and behaviour are excellent across the school; any difficult behaviour is almost always part of the pupil's special educational needs. Spiritual, moral and cultural provision is excellent; social provision is very good. This aspect is a key strength of the school, and has developed since the last inspection.

Main strengths and weaknesses

- Attendance is well above average for this type of school; there are very good systems for monitoring this.
- The pupils' excellent attitudes and behaviour are due to staff's high expectations of behaviour linked to individual behaviour plans, consistent reinforcement and clear guidelines.
- The pupils cope very well with their lessons in mainstream school and take responsibility well.
- Excellent relationships exist between pupils and with adults.

Commentary

6. The pupils thoroughly enjoy coming to school and are exceptionally keen to take part in lessons. They take a great interest in what they learn because of the motivating way teachers plan and teach their lessons. Parents are very keen for their children to attend and value the school's provision very highly; there is no unauthorised absence as a result and very few holidays are taken in term time. Parents notify the school either by telephone or by sending a message with the transport assistants if their child is ill. Any unreported absences are followed up on the first day, and the education welfare service is informed by the third day. This is very good practice.
7. The school has excellent systems for monitoring and encouraging good behaviour. Every child has an individual behaviour plan, and many of the targets in lesson plans relate to the improvement of behaviour and social development. These take account of any specific behavioural difficulties which some pupils have. Appropriate behaviour is reinforced by praise, and is practised in lessons such as PSHE. Pupils are taught about the kind of behaviour that is unacceptable, such as hugging strangers, and what to do instead. Two exclusions in this current year related to Post-16 students whose behaviour

became extremely violent and a danger to other pupils. It is not usual for the school to exclude pupils and none have been excluded in past years. No unsatisfactory behaviour was seen at all during the inspection; quite the opposite, it was very good. Pupils respond very well to all adults on the staff of the school, and older ones cope well in outside school situations such as when shopping, at other schools and colleges or the sports centre. They have excellent relationships with other pupils, including those from the partner schools.

8. Spiritual development is a key part of the school's work in ensuring that it meets the needs of the whole child. In assemblies and religious education lessons, a very strong sense of spirituality is created by the use of music to create calmness and reflection. The assemblies cover themes such as caring and friendship, as well as religious aspects. When a student died recently, feelings of grief and bereavement were discussed in assembly. This led one pupil to write a poem about his reflections on his friend who died. Children are taught to care about each other and to care for animals; the school has 'adopted' animals on a local farm. Social development is fostered through taking part in sports competitions, such as the Lancashire Youth Games, and specialised activities such as wheelchair dancing. Life in non-European cultures is taught in the geography curriculum, and made more real by visitors to the school, such as from Ghana. Pupils have the chance to go to theatres, the ballet at The Lowry Centre, the cinema, and for the FE students, a residential visit to Paris, travelling by scheduled coach, and staying in a hotel. This had a major impact on their independence and experience of the world.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.6
National data	8.8

Unauthorised absence	
School data	0.0
National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. The quality of teaching and learning is very good with excellent features. Other aspects, such as the excellent quality of care for pupils and the very good links with parents and the community very strongly contribute to the pupils' opportunities and progress. The curriculum is very good and enriched very well. The school has worked very hard to improve provision in many subjects, although the accommodation does not meet the needs of older pupils and students and is unsatisfactory.

Teaching and learning

The quality of teaching is very good with excellent features. Over 60 per cent of the teaching seen during the inspection was very good or excellent. Teaching is consistently very strong throughout the school. Assessment is very good overall.

Main strengths and weaknesses

- Teaching is very good in the subjects fully inspected.
- The very good encouragement given to pupils helps them persist with their work even in the face of difficulty.

- All staff very firmly insist that pupils act sensibly and behave well; teaching assistants provide very good support for pupils, especially when they occasionally find it difficult to sit and listen.
- Computers are used very well to support learning.
- Assessment and monitoring of pupils' progress is very good; there are very good systems and practices in place.
- Staff plan for, and meet, pupils' needs very well indeed.

Commentary

Teaching and learning

9. Pupils learn very well because teachers plan their lessons very well. The considerable expertise of staff and the way work is precisely matched to the needs of pupils is also a reason why teaching is very good. Teachers give very good attention to making clear what pupils are to do and learn in lessons. Their expectations are very clear and they manage their classes very well. Activities are arranged which are motivating, exciting and capture pupils' imaginations and interests. Staff try very hard to ensure that the learning is made relevant for the pupils and very carefully consider their needs. They ensure that they use their high level of detailed knowledge about pupils' ways of learning and ways of aiding their communication to positive effect. Signs, symbols and objects of reference are used very well in lessons, although, occasionally, there is scope to use them to an even greater degree.
10. As a result of the very good encouragement they get in lessons, and the high quality support by teaching assistants, the pupils try hard and respond extremely well to their lessons. The pupils work very productively and show a very keen interest in their learning.
11. The teaching is very good in English, mathematics, science, ICT, religious education and PSHE. It is also very good in the Foundation Stage and in the Further Education department. Only a small amount of teaching was observed in the other subjects and it is, therefore, not possible to make a judgement about its quality.
12. In English, the emphasis on speaking and listening and pupils' communication helps pupils to learn very well. The use of signs, symbols and objects of reference in most lessons where there are pupils with communication needs is also successful in helping them understand what they are to do and learn. Opportunities to develop pupils' writing skills occur in a range of subjects, and the school uses a range of methods (including ICT). In mathematics, teachers have adapted the three-part lesson structure of the National Numeracy Strategy well to plan their lessons. They think carefully about how they can develop pupils' mental mathematical skills. They provide them with a broad range of activities to ensure their involvement and motivation. In science, teachers plan their lessons well and provide pupils with a very good range of scientific experiences that allow them to make choices and draw conclusions from their observations and the data they collect. Teachers are now very confident in their knowledge of science and how to help pupils learn. The quality of questioning, the use of scientific vocabulary, and the considerable attention to scientific methods result in a very good pace of learning.
13. Teachers' demonstrations of what pupils are going to learn in ICT are very strong and lessons are presented very well. The use of ICT to support learning in other subjects is very good and consistently used across the school, especially in the Foundation Stage and in the Further Education department. Furthermore, teachers make really effective

use of their interactive whiteboards, ensuring that pupils are fully included and contribute to introductions and demonstrations.

14. Homework is used very well to support pupils' learning and communication. Each pupil has a homework diary, in which homework is recorded for the week. This matches the 'chat' books in which teachers comment on personal progress or in relation to the pupil's Individual Education Plan (IEP) targets.

Summary of teaching observed during the inspection in 67 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10 (15%)	31 (46%)	18 (27%)	8(12%)	0 (0%)	0 (0%)	0(0%)

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

Assessment

15. The school has made good progress in both the way in which it monitors pupils' progress, and the ways in which the school itself and staff use the information gained. Teachers know their pupils' very well and use their informal observations and information gained from assessments to set appropriate targets for groups and individuals and to inform their own teaching plans. The school has been involved for some time in regional initiatives, such as the development of the Performance Indicators and Value Added Target Setting (PIVATS). Internally, co-ordinators are developing their own portfolios to enable teachers to assign more confidently work to particular levels. Monitoring of achievement and progress in English, mathematics and science is very effective, and is beginning to be developed in ICT. In other subjects teachers keep very good photographic, video and observational evidence of pupils' achievements. The end of key stage records of achievement (at Years 2, 6, 9, 11 and 14), the assessments and reports prepared for Annual Reviews of pupils' Statement of Special Educational Needs, and for reports to parents, are of high quality and are very effective in informing IEP's. Individual Education Plans are generally used very well and to ensure that pupils are given the help that they need. Occasionally, targets are too broad and ongoing, but the half-term review documents progress very effectively. Some pupils could be involved more in target setting, however, although parents generally are involved very well.

The curriculum

The curriculum provided for pupils is very good. The opportunities provided to enrich the curriculum are very good. The school's accommodation, staffing and learning resources, are satisfactory overall.

Main strengths and weaknesses

- There is a very wide and a very rich variety of opportunities for all pupils to enhance their learning.
- The curriculum contributes significantly to pupils' high level of achievement because it is tailored very well to suit each individual pupil's special educational needs.
- Pupils aged 14 to 19 years have many well-chosen opportunities to develop their particular interests and aptitudes towards the world of work and further education.
- Provision for personal, social, health and citizenship education is very good, ensuring that every pupil develops as well as they can.
- Provision for inclusion is very good overall; the opportunities provided in mainstream schools and colleges are very good, extending pupils' social and educational development very well.
- The school strives to develop the curriculum very effectively with continual innovation and challenge.

- Excellent and effective participation in sports, the arts, school clubs, visits and residential experiences is an important and very regular part of school life.
- The balance of subjects in the 'pilot' modules for multicultural learning is sometimes uneven.

Commentary

16. The curriculum is very broad and helps all students learn through a very wide and well planned variety of activities and subjects. All statutory requirements are fulfilled including the teaching of religious education and provision of collective worship. It works very hard to provide experiences and opportunities for pupils and students in mainstream schools and colleges. This is a significant strength of the school. However, it is aware that very close planning is needed with mainstream schools to ensure that the curriculum remains balanced for all pupils.
17. The school has developed very strong informal links with the local primary, secondary schools and colleges. Pupils, including those with complex learning needs, enjoy the opportunities to socialise and learn with pupils from the mainstream schools. Pupils from the primary school also attend lessons in the Loyne School. Both Loyne pupils and those from the primary school derive great benefit from these sessions.
18. The provision for pupils' additional needs is very effective overall. It is particularly strong for those with communication and behavioural difficulties which result from their special educational needs. The school works closely with external specialists to meet needs and there is particularly good follow through of activities provided by the speech and language therapist and physiotherapist. The pupils who have complex and physical needs are treated with great dignity and respect. Staff plan very carefully to enable pupils' access, for example, on educational visits or when working with the community. The social use of language programmes enables those with autism or communication difficulties in general to very carefully listen to what others have to say.
19. The very good curriculum for students aged 14 to 19 years is very well planned to be flexible and balanced with suitable accreditation. Each student has a range of opportunities within the Loyne and at other schools and colleges to follow their own interests and aptitudes. Each student has a tailor made link to a local college course where they are fully integrated. These include, catering, home management, yoga, sensory awareness, interactive communication, vocational learning, pottery and a music workshop. All students undertake work experience and high quality careers education, supported by the 'Connexions' careers service, includes a team enterprise.
20. The provision for personal, social, health and citizenship education is very good because of the way it is taught separately, as well as through every subject and in every part of the students' school day. All students have individual personal and social targets and these are used to help them develop throughout their time at the school and move on to the next stage of education or work. The main focus is on independence so that students can communicate, socialise and move about with minimum support, making the right choices during the day, and for the future.
21. A strong feature of the school is the constant striving for excellence. This is reflected in the way curriculum provision is always being developed. All the initiatives for pupils aged 11 to 14, aged 14 to 19 and literacy and numeracy strategies, for example, are very well implemented. Some of this development is 'experimental', such as the very interesting multi-cultural modules for Year 7 to 11 pupils with complex needs that the school is piloting this year. This extends pupils' understanding of other cultures using a range of media, art, drama, design and religious education, for example. It also combines subjects so that what they learn is made more relevant to them. This constant innovation ensures that the needs of pupils are always being addressed with thoughtful and often exciting programmes. The school is reviewing this approach to ensure that sufficient of the programme for each subject is taught in this

combined way, and that there is a co-ordinated and progressive range of experiences and skills.

22. The school takes part in numerous events and activities during school time and outside the school day. Participation in sport and support for learning outside lessons is excellent. Sporting fixtures, school clubs and regular residential experiences are provided to considerably enrich the experiences and understanding of students. The school also makes very good use of local resources, taking part in visits to places of interest. Students are keen to talk about their visit to France or their participation in the Lancashire Youth Games.
23. The school has a good range of experienced teaching staff that is able to provide the pupils and the students with a very good range of learning experiences. In turn, teachers are very effectively supported by a large number of experienced and committed support staff. Both teaching and support staff have extensive knowledge of their pupils and of their subjects. The senior management have invested much time and resources into staff training and development since the last inspection. This is reflected in the very good quality of both the teaching and pupils' achievements.
24. The accommodation is unsatisfactory and hampers the development of some areas of the curriculum. The lack of facilities for science, physical education, and design and technology for the secondary aged pupils are specific examples of curriculum areas on which the building has a negative effect. The school compensates well by using external facilities or by providing a curriculum which modifies those elements of the programme of study which need specialist facilities. This often results in secondary pupils following a primary programme. Similarly, the accommodation for the Post-16 students lacks the facilities that would normally be associated with such provision and the areas designated for their personal care are poor.
25. The school has good resources in numeracy and literacy and has developed a well stocked library. The emphasis in the past has been on developing core subjects and this has been successful. Expenditure on foundation subjects is now developing.

Care, guidance and support

Procedures for pupils' care, welfare, health and safety are excellent. Provision of support and educational advice to pupils is very good. Pupils are well involved in their learning and in school life in general. The school seeks pupils' views well. Induction procedures are excellent.

Main strengths and weaknesses

- A wide range of risk assessments and individual plans are in place.
- Therapy is an integral part of the curriculum, and there are excellent partnerships with health professionals.
- Very good arrangements exist for pupils new to the school.
- There are very good relationships between all staff and pupils.
- The school is planning more formal ways of gaining pupils' views and involving them more in decision making.

Commentary

26. This is a school where all staff, including teachers, assistants, caretaker, and transport staff provides very high quality care for pupils. The care and welfare of pupils is a major strength, a view which is shared by parents. The school works very closely with other

agencies. Over half the pupils need physiotherapy and one-third require regular medical care. Each child's needs are carefully assessed before they join the school and in partnership with parents, medical and therapy staff, high quality individual care plans are drawn up covering diet, care, lifting and handling and behaviour. The school also has speech and language therapy support and much good quality work is undertaken between staff and therapists in supporting pupils' communication needs.

27. All members of staff, teaching and support staff, have very caring attitudes to their pupils and work closely with families to provide care and advice. All incidents and accidents, however minor, are carefully logged and monitored by the headteacher. The headteacher is the responsible person for child protection, an aspect of the school which is extremely well managed with comprehensive arrangements in place. One governor also has a responsibility for this aspect and staff receive refresher training on child protection issues every two years.
28. Detailed risk assessments are in place, both for activities and for individuals. These, particularly, ensure pupils' safety in school and on visits. When walking to the local leisure centre, students were constantly reminded about road safety by the staff accompanying them. Good systems are in place to ensure site security and that pupils cannot wander into areas where it would not be safe for them to go. Staff have received comprehensive training from the physiotherapist in lifting and handling routines. She has also provided detailed instruction sheets (some photographic) which are attached to each piece of equipment. The school and parents value very much the nursing care which is allocated over the whole of the week. The occupational therapy post was vacant at the time of the inspection, a concern for some parents.
29. Through daily contact and the school's informal and formal monitoring systems (which are very strong), the staff know their pupils thoroughly. The systems for monitoring the pupils' academic progress, including the tracking of pupils' progress through IEP's and the PIVATS data, result in very good support and work which is very well matched to pupils' needs. Staff are very alert to pupils' particular communication needs, their particular personalities and likes and dislikes. In addition, they are very knowledgeable in how to approach certain pupils, which communication methods to use, and how to design work which engages and involves the pupils very well. They take thorough account of the pupils' emotional and behavioural needs when organising activities and supporting pupils. They anticipate very well the response of those pupils with complex needs, especially those with autism and how to deal with any idiosyncratic behaviours they might have. Very good support is also provided for older pupils when considering future options for Post-16 provision and after school. Students' careers / PSHE coursework in FE also support this very well.
30. The school considers pupils' views through mostly informal methods. There is a considerable emphasis on pupil choice and pupils developing ways of making this known. Pupils are routinely asked to express their views and opinions on day-to-day activities as part of the consistent encouragement provided to develop social and communication skills. The school is now planning to develop a more formal system of consulting pupils through a school council. Pupils are encouraged to be involved in school and classroom routines and take great pride when given specific jobs or responsibilities. Pupils take registers back to the office. Older pupils help to push pupils in wheelchairs out of the hall after assemblies. Post-16 students are consulted about mini-enterprise items to make and sell.

Partnership with parents, other schools and the community

Links with parents are very good. Parents have very good views of the school. Links with other schools and colleges are very good; through its excellent inclusion and outreach programme the school makes a very good contribution to other teachers' professional development. Links within the community are very good.

Main strengths and weaknesses

- The school's personal links with parents, including home visits and consultation, are very good.
- Parents receive very good information, including progress reports on their children.
- There are very good links with the adjacent primary school and local secondary schools which provide a wealth of opportunity for pupils in mainstream education.
- A very good and developing programme of professional training is provided for teachers in other establishments as part of the outreach programme.

Commentary

31. The school has much improved its links with parents and the community since the last inspection.
32. All parents now have the opportunity of a home visit once each year, and nearly all take this up. Particular needs or problems raised by parents are dealt with promptly and effectively, while the home-school communication books continue to provide a good continuing dialogue about children's progress in many areas, for example, from dental issues to gains in learning. All parents attend their child's Annual Review meetings and contribute to their IEP targets. Progress against IEP targets is regularly reported as it happens, and the annual reports at the end of each year are well supplemented by regular meetings with parents. End of key stage assessments (recorded in the pupils' extremely high quality Record of Achievement) are attractive permanent records which record progress against national and personal expectations for each pupil, and include photographic evidence and where possible the child's own writing. Newsletters are also of a very high standard, making very good use of coloured photographs. Some of this information is also available on the school's website. Parents speak very highly of the school's real partnership with them.
33. The school has undertaken a major development of its inclusive links with local schools. Joint literacy, numeracy and physical education lessons take place in the neighbouring primary school, while pupils from that school also have inclusive lessons at the Loyne school. Individual pupils attend specific lessons, for example in science, at the primary school. Intensive 'Let's talk' (*Talking Partners*) groups improve speech and language development for pupils from both schools. Older pupils join mainstream lessons at local high schools, and there are joint music lessons at another secondary school. Pupils from all these schools share lunchtime and after-school activities with pupils from the Loyne school.

34. The school has also extended and developed the sharing of expertise with colleagues from other primary and special schools, especially in such areas as autism, Makaton signing, inclusion issues, strategies in the early years for special educational needs, music and literacy. It has received national funding to develop a joint project with local schools and on improving handwriting, 'write together' input from an occupational therapist. This won a Jenx Award for innovation. A library of resources about mainstream special educational needs has been developed. The deputy headteacher made a significant contribution to inclusion practice when seconded to the LEA's team researching into inclusive education policy and practice.
35. Links with the community are very well developed. A local industry has sponsored the school's adoption of particular farm animals, and gives funds for prizes. Local college facilities are well used to widen the scope for Post-16 students, such as the training flat at Lancaster and Morecambe College. Visits to local places of interest, such as the candle makers at Lindal, Lancaster city centre or the supermarkets, bring the school into the real world. There are good links with the local family centre, and the school premises are helpfully used for the community orthotic clinic.
36. Activities outside lessons are also seen as a valuable part of the inclusive partnerships with local primary and secondary schools. For example, pupils from the neighbouring primary school assist with the lunchtime sensory club. There are joint storytelling sessions, and chances for shared play. The after-school club, joined by buddies from local high schools, provides a range of sporting and practical activities, including *boccia*, a ball game at which students at this school do very well.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher's leadership is excellent. She is exceptionally well supported by the excellent leadership skills of the deputy headteacher. The work of the senior management team is very good and very thorough. Governance is satisfactory.

Main strengths and weaknesses

- The support for the school's development and the headteacher's clarity of vision are excellent; she is exceptionally well supported by the deputy headteacher.
- The work of staff and pupils is monitored very well and patterns and trends are responded to in order to ensure the best quality teaching and pupils' progress.
- The senior management team are very effective in their work and complement each other's skills well.
- Staff morale is exceptionally high and the climate for learning is excellent.
- Financial planning is very good.

Commentary

38. The headteacher has worked unceasingly to improve the quality of what the school offers its pupils. Provision is now very good with excellent features. The school is a vibrant learning environment built on a foundation of excellent relationships between staff and pupils, and an excellent commitment to high achievement. Senior staff inspire pupils and other staff with their exceptionally high level of determination and enthusiasm.

39. At the time of the previous inspection, although the school was satisfactory, it had a number of important weaknesses. All these areas have been completely transformed due the resolve and fortitude of the headteacher, who has very high standards and commitment to the school and its pupils.

40. High quality systems are in place to monitor strategically every aspect of the school's work. The school's self-evaluation procedures are very good. Its school improvement planning systems are excellent. The school's data on pupils' attainment (using PIVATS and P levels) is collected and used very well for analysis, tracking of progress, improvement and target setting. The school has trialled a new way of teaching a range of subjects in the secondary department, aiming to make learning much more relevant for those pupils with complex needs. It is clearly very successful in this aim. Monitoring of this, however, has not been as rigorous as in other areas of the school, although the headteacher is aware of the need to ensure that the learning opportunities here cover all aspects that need to be taught.
41. Much work has been undertaken in very successfully developing the role of subject co-ordinators. This has been done so that they could have a positive impact on their subjects. The leadership and management of most subjects are now very good and staff have a very clear picture of the strengths and weaknesses of their subjects and how they should develop.
42. The headteacher and deputy headteacher's teamwork is excellent, with the clear responsibilities and roles identified. The deputy headteacher has successfully led development in relation to pupils' inclusion and outreach, as well as developing the training programme for mainstream schools. She has been seconded to support the LEA in developing ideas about outreach and inclusion. Both headteacher and deputy headteacher constantly reflect on their practice and the school's achievements, considering how things can be done better. The senior management team contribute much to the leadership and management of the school, supporting the smooth running of the school, as well as casting a critical eye on performance in their own areas. Their findings are accurate and they take effective steps to improve where there are weaknesses. The staff's motivation and commitment to improvement are excellent and help raise pupil achievement.
43. The governors provide much valuable support to the school and there are many examples where they have in the past thoroughly monitored and evaluated areas of the school's work. Some of this is continuing, such as the developments in the PSHE and citizenship curriculum. However, many governors are new to their role and are just beginning to get to grips with their new found roles. They still need to rely on the headteacher for guidance, although they are beginning to challenge decisions based on the information they are gaining.
44. The governors are strongly committed and praise the success of the school's very good inclusion work. The school has worked very hard to ensure that its pupils, as well as those from the local schools, benefit from the opportunities provided. In fact, The Loyne has put considerable financial resources into the local primary school, including much teaching and assistant staff time. While the governors can informally identify the benefits of this, they have not yet put systems in place to identify its cost effectiveness, nor have they firmed up arrangements so the planned opportunities are based on more than goodwill.
45. Financial planning is systematic and of very good quality. The well planned emphasis on staff development and improving learning resources has been a significant factor in raising pupils' achievements and improving teaching. Similarly, the heavy investment in support staff has been successful. The school has a substantial under spend. This is, in

part, due to the receipt of unanticipated income during the financial year, and the provision that is being made for the building of a new Post-16 block due to be spent next financial year. The LEA has required the school to make a considerable contribution to this building. The budget for 2004-2005 shows that the end of year surplus will be around the acceptable level of five per cent. The headteacher and the governors monitor income regularly and are provided with detailed financial reports. The prudent monitoring of expenditure has led to some high quality improvements to the building, such as the construction of a new toilet block.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	902,706
Total expenditure	853,779
Expenditure per pupil	14,978

Balances (£)	
Balance from previous year	136,276
Balance carried forward to the next	185,203

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**.

The children who enter the Nursery have a wide range of difficulties, some very complex. The teachers concentrate specifically on the development of communication, language, personal and social skills. These are the main areas of difficulty, although other areas of learning are also covered well, particularly knowledge and understanding of the world. As a result of the very good teaching, the children make very good progress and achieve highly in all six years areas of learning. However, because of the children's severe delays in their development they are unlikely to reach the early learning goals by the end of Reception. Teachers and many support staff are particularly skilled at including all children in their lessons. The very good curriculum provides a wide range of challenging, stimulating activities that are well designed to meet the children's special educational needs. These are further enriched by the inclusion links with neighbouring schools and the local Social Services Family Centre, the very good use of the outside environment and of the locality. Teachers know the children very well and the observations and records that they keep are very perceptive. Some planning could be more detailed, however, to support less experienced staff and to make clear how lessons link into each other and the Foundation Stage curriculum.

The provision is exceptionally well led and managed by a very experienced and 'leading' Foundation Stage teacher. Excellent partnerships with parents and with other professionals ensure that children's needs are very well provided for. Very good reports and information for parents are provided. All adults manage children very well and the high quality support staff make a strong contribution to all aspects of children's development and well-being. Occasionally, in the afternoons when more children are present, staffing levels do not always permit such close attention to children's needs, particularly for the youngest children. However, relationships are excellent and the provision prepares children very well for the next stage of their education. Very strong partnerships with other schools support children's inclusion and the understanding their needs very well. The accommodation is well used by staff but is somewhat small and does not readily permit organisation into specific areas of learning. In poor weather this restricts the range of play and creative activities that children can readily have access to.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good** and has some excellent features.

Main strengths and weaknesses

- Staff have a very good understanding of the children's needs and encourage them constantly, giving them a clear idea of what it is that they are doing that is good.
- Children make considerable progress in relation to their awareness of self and others and in their co-operation with others.
- Children develop strong self-help skills and make considerable gains in self-esteem.
- Group and individual inclusion links support children's personal and social development very well.

Commentary

46. Support for the children's personal, social and emotional growth underpins all aspects of work with the children. The teaching and pupils' achievements are very good. The two classes provide a very secure base and very good support in which those children who are apprehensive of new experiences or find contact with others difficult grow in confidence, in self-esteem and develop excellent trusting relationships with others. Children's awareness of others and of their own capabilities is very carefully nurtured through careful observation, planned routines and lessons and the many informal opportunities provided. Greetings, snacks and drinks time and other class routines extend children's involvement with each other and with staff. These sessions provide predictability and stability for the children who make progress in the ways in which they watch others, listen, share, wait for their turn, co-operate and contribute over time. Children are encouraged to make simple choices and are expected to help tidy up and put away their things. At the Family Centre they watch other children carefully and join in with them very well. This is because of the very good links between staff and the careful support provided. Staff's detailed knowledge of the children and very good management of their behaviour ensure that they are challenged very well in almost all activities. The very good use of Picture Exchange Communication System (PECS), key phrases and routines with autistic children enables them to develop a growing responsibility for what they will do and this minimises the stress they feel as activities change. Occasionally, particularly for the youngest children, some opportunities for engaging children are lost because of staffing levels in the afternoon session. However staff are always very aware of where each child is and what they are doing and safety elements are never compromised. Outings support children's personal and social development further as they learn to walk together, help each other and adapt to new experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**. It has many excellent features.

Main strengths and weaknesses

- Teachers and support staff provide an environment which supports and extends children's communication highly effectively.
- Many different ways of supporting children's understanding and communication are used, including PECS symbols, signs, spoken language, interactive whiteboards and other technological aids.
- Children's progress is carefully documented, shared and celebrated and the information gained influences planning, programmes and expectations.

Commentary

47. Very good teaching is underpinned by a very good understanding of the needs of young children and very well-organised and exciting activities that motivate them. A particular strength is the detailed understanding that adults have of children's levels and the ways in which their expectations of each child are carefully tailored and yet challenging. They are swift to notice any attempts at communication from those children with the most complex needs and use objects of reference, sign and symbols very well to include them in all activities. The most able children are very well challenged and all children make very good progress in this area of learning. The highest attainers have skills very close to, and sometimes above, those of their age. For example they recognise the days of the week,

join in familiar rhymes and songs and can identify letters and sounds. They demonstrate a good understanding of humour in stories and make comments about what their teachers have just said. Teachers' and support staff's very good story telling enables all children to be included in these sessions and is promoting excellent attitudes for books. Role-play and singing are also used very well indeed to reinforce ideas and language and to help children to join in. Regular newsletters and home school books, as well as story sacks and suggestions, mean that families are very strongly involved in supporting this aspect of their children's learning and they value it enormously. Consequently, children make very good and often excellent progress, particularly in their communication and early reading skills. A range of 'tracking' and mark making activities, such as with shaving foam and paints, but also using the interactive whiteboard systematically support children's handwriting skills and many class books are 'written' together. Very strong day-to-day and other assessments are made of children's progress and these ensure that all work is very responsive to children's needs, although occasionally staffing levels mean that some opportunities are lost for extending younger children's involvement and communication.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The very good teaching and range of practical activities ensure the foundations are laid for small, but significant gains, in children's awareness of shape, capacity and number.
- Songs, action rhymes, class routines and lessons involving the interactive whiteboard reinforce number and shape concepts and number language very well.

Commentary

48. Teachers take every opportunity to reinforce early counting with children and to help them to 'sort' things according to colour and shape and notice differences. Class songs, routines and counting games offer many opportunities for children to hear and to practise counting and sorting and they make very good progress, increasingly joining in. The most able children count freely, recognise numerals, sort objects into bigger and smaller ones and have achievements similar to other children of their age. Others complete shape inset puzzles competently, are beginning to join in with the actions in number rhymes and count alongside their teachers. They sort objects according to colour. The routine use of weather songs, charts and calendars means that children begin to acquire the language surrounding this and some know that if today is Tuesday, then tomorrow is Wednesday and yesterday was Monday. Others are helped through the visual timetables to have a growing awareness of time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**. It has some excellent features.

Main strengths and weaknesses

- The many stimulating activities, very good use of ICT and very good use of the locality promote children's curiosity and interest in the world very well indeed.

- Very strong foundations for early scientific skills are laid through simple investigations and exploration of the environment.

Commentary

49. Many interesting opportunities are provided for children to explore their environment. Teaching and progress are very good. Staff are particularly successful in getting children to try new things and to explore their environment further and more purposefully. Staff encourage children to look very carefully at the world around them. The very interesting lessons they plan and the very good visual aids and teaching techniques they use capture children's interest and motivate them to look and attend for longer. The programme of topics supports children's developing awareness of the world well. Outings in particular encourage children to look carefully at their environment and identify interesting features. The use of photographs, symbols and ICT, as well as book records, helps children recall and share their experiences with others. Class songs and routines are also very effective in helping children to understand the passage of time as they plan or review their morning and think about the weather. There is excellent use of ICT to engage children's interest and to build up their skills and children are very confident in their use of this. As a result children's achievements are very good and sometimes, as for some ASD pupils and some with physical difficulties, excellent.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's physical development and skills are very carefully promoted and linked into their physiotherapy needs very well, although there is scope for more systematically planning for all aspects of this area of learning.
- There is very strong support for children's fine motor skills.
- The links with other schools enable a broader range of outdoor play toys and climbing and other activities to be available.

Commentary

50. Teaching is very good in this area and the very good support for children's physical development strikes a very good balance between meeting the special educational needs of the children and providing them with the physical curriculum necessary for children of their age. This means that children's achievements are very good overall. The outside environment and play contacts with other schools are used well to support children develop larger motor skills. Children's physiotherapy programmes are very well supported by staff and do not disrupt their other educational experiences. There is systematic support through a range of pencil, painting, mark making and creative activities for fine motor control and children make very good progress in relation to their disabilities in the ways they handle these. They make very good, and sometimes excellent, progress in their self-help skills. Staff are very skilled in giving children just enough help as they dress and undress or try to complete a task. They have very high expectations and know how to make the challenges fun. This means that children make very good progress in the physical skills needed in these areas such as beginning to get dressed and undressed, catch a ball, pull, push, turn round jigsaws and so on. They are very proud of what they achieve by themselves and are keen to 'show off' their skills.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**. It has some excellent features.

Main strengths and weaknesses

- Role-play, singing and music are used very effectively to engage children's interest and support their understanding.
- Stories and role play stimulate children's imagination very well.
- A good balance of larger play and small play toys is available, although the accommodation is somewhat small given the complexity of the children's needs.

Commentary

51. Singing and music pervade every part of the Nursery and Reception children's lives in school. They support their communication, involvement and listening very well, as well as an interest in people and objects as noise makers. Children are tremendously motivated in these sessions; some who have very limited attending behaviour join in and sit and

listen for long periods of time. Children also have many opportunities to explore paint and other materials and are encouraged to think about their textures and properties. They make noticeable strides in their willingness to explore and use materials and in their awareness of and use of colour and awareness of what they have created. The use of ICT drawing programs and the very good use of the interactive whiteboard further support creativity as children are entranced by what they and others have created.

52. A particular strength is the use of story and role play. This engages everyone's attention and stretches each child at their level. For example higher attainers understand that their role play house is awaiting another owner as the giant has now moved! Others enjoy the reminders of the people who have lived in the house and enjoy wearing the role play props, and teachers are quick to join in and support any 'pretend play' that children may begin or enjoy. Teaching is very good; it strikes a very good balance between allowing the children freedom to explore and extending their play further. There is a very good sense of fun and mutual enjoyment as children and teachers play together, and teachers try very hard to support shared play between the children themselves and on their inclusion visits. As a result, children's achievements are very good. Although teachers make the most of the environment and space they have available, the accommodation is rather small for larger play activities, given the complexity of children's needs and the amount of equipment that has to be accommodated. Consequently, this is restricted in poor weather.

SUBJECTS AND COURSES IN KEY STAGES 1 to 4 and in Post-16

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Leadership and management of the subject are very good and have led to very good improvement since the last inspection.
- Pupils consistently achieve very well in English in communication, speaking and listening, reading and writing throughout the school regardless of ability or special educational need.
- The quality of teaching in English is skilled, often exciting and highly relevant to pupils' individual needs.
- Where pupils are included in mainstream lessons, teaching is of a consistently high quality.
- The quality of provision for pupils with the most complex needs varies in quality and teaching and learning are sometimes not as good as in the rest of the school.

Commentary

53. The levels attained by pupils are very high for this type of school and the pupils achieve very well. In speaking and listening and communication skills pupils of all abilities achieve considerably well. At the earliest stages, pupils learn to choose by pointing, smiling or directing their eyes. Others use simple communication aids to speak for them and make their needs known in this way. Most high attaining pupils take part in interesting discussions about *Hamlet*, *Treasure Island* or their latest class poem. The development of communication, through discussion, question and answer sessions, and the use of different aids and therapeutic programmes results in very effective interaction with each other and visitors.

54. The school places great emphasis on reading, resulting in very good achievement for pupils throughout the school. In the group for the youngest children, pupils show a love of books and quickly realise that they are used to tell stories. As they develop more skills, some pupils can 'tell' the story, turning the pages in the right direction. Gradually, the older pupils recognise words and begin to read with confidence. Pupils of all ages show enormous enjoyment of reading and are keen to show off their skills. At the highest levels, one or two pupils read whole novels like the latest 'Harry Potter' book and are fully independent readers by the time they leave school. Pupils of all ages use the school library to choose books and take them home to read.

55. The same level of high level of achievement is found in pupils' written work. The emphasis on supporting writing throughout the school, using every subject to extend pupils' skills is the reason for this very good achievement. Pupils at the earliest levels learn how to hold a pencil, crayon or paintbrush, gradually making marks and then lines on paper. Most move towards copying words and sentences. They then dictate what they want to say before learning how to write sentences independently. Some use computers to write words or symbols. Handwriting is generally neat and legible and spelling, supported very well through the systematic teaching of phonics, is largely accurate. The more 'advanced' pupils use a dictionary well.
56. The quality of teaching is very good overall for pupils in all age groups and of all abilities. Almost every lesson observed was highly enjoyed by pupils and all pupils took part fully. This is because lessons are very well planned. The quality of planning is consistent throughout the school. The 'fun' in one lesson, for example, where pupils made up rhymes about each other meant that every pupil concentrated for the whole time despite the heat of the afternoon. Lessons are very well organised so that every pupil's needs are met. They lead on from what has been previously achieved, to what they need to learn next. In one such lesson, a group of pupils used objects to help them tell a story about going to the seaside; others read aloud to the group. At the end of the lesson, they were all able to join together and were keen to show what they had learned. Teachers and teaching assistants manage pupils' different emotional and behavioural needs very well. This ensures that lessons run smoothly and that pupils remain positive about their learning, leading to sometimes excellent pupil attitudes and work. Teachers assess work by describing what and how pupils have learned in their exercise books and this is very effective in guiding them in what should be taught and learned next.
57. All English lessons that take place in the mainstream school when pupils from The Loyne are included are of an equally high quality, whether they are led by a teaching assistant or teacher. These lessons enable pupils to experience being part of the wider social group and extends their opportunities for speaking and communicating. They also challenge the pupils to take part at a high level of skill and so extend their achievement even further. In one lesson, for example, primary pupils of differing abilities from The Loyne school took part eagerly in a whole class game to make words such as 'shop', 'ship', 'tip', using letters they were holding and were very accurate.
58. In a few lessons for pupils with the most severe or complex difficulties, planning concentrated more on the experiences the pupils received and not sufficiently on what the pupils were expected to learn. In these lessons learning is slower, although never less than satisfactory. Pupils' records, however, show that over time, these pupils also achieve very well in a range of skills.
59. The high quality of leadership and management results in consistently high levels of achievement and very good teaching. Exceptional attention to detail in monitoring and guiding the work of staff and pupils has led to very good improvement since the last inspection. The school works effectively with other professionals such as speech and language therapists, visiting teachers and communication aid specialists, incorporating their methods into lessons. This means that children's communication needs and the use of systems to augment communication are met very well on the whole, although they could be used more in some contexts, such as the use of sign in assembly or more use of objects of reference and symbols at times of change during the day.
60. Various programmes such as the 'Better Talking' project are used to enhance the English curriculum and what it has to offer the pupils. In addition, drama is used to very good effect in many lessons. The school has recently become a 'leading literacy school' and supports colleagues elsewhere in teaching literacy to pupils with special educational needs.

Language and literacy across the curriculum

61. This is also of a consistently high quality. Every opportunity is taken to develop pupils' speaking and listening skills in all subjects. Staff provide very good opportunities for making choices, ensuring good use of communication aids, and planning for plenty of discussion in all subjects such as religious education, science and art. Occasionally insufficient use is made of signs and symbols to help pupils link what they are seeing and hearing and moving onto next even more effectively. The high quality of reading is also supported well in all subjects because individual literacy targets are embedded very well in all lesson planning. The very good knowledge of pupils' skills and what they need to learn next by staff means that writing skills are fostered wherever there is an opportunity. For example, work experience folders of the oldest pupils are hand written by them and very clear.

Modern Foreign Language

62. Only a limited number of French lessons were seen and it is not possible to report fully on this subject. French is formally taught to pupils in Years 7 to 9 and to students in the Post-16 department. Evidence from lesson observations, discussions with pupils and the subject co-ordinator and examination of teachers' and pupils' records and their work files support a judgement that pupils' progress is at least satisfactory in French and has some good features. Strengths lie in the good teaching observed and the enthusiasm of the pupils and the sound achievement of pupils, who make small, but significant, gains in their knowledge of words and an appreciation of the differences between cultures. Pupils are very strongly motivated to learn French and almost all concentrate and listen very well, despite their often considerable difficulties. They are proud of the French they know and Post-16 pupils had clearly made good progress in French and in their self-confidence and awareness as a result of their recent visit to Paris. All pupils try hard to pronounce words correctly and some have a small sight vocabulary of words that they recognise. The school provides different programmes for French according to pupils' needs, although it was not possible to observe all of these in action. Video and other evidence is kept of pupils' experiences and pupil reports provided evidence of a sound and relevant programme being in place.
63. For those with the most complex needs French is based around themes taught over short periods of time. Other pupils in Years 7 to 9 and Post-16 students have weekly lessons which systematically develop pupils' confidence in using and understanding French. They learn a range of simple French constructions and vocabulary, particularly in their spoken forms, related to school, home and food. Some exchange simple information about likes and dislikes, and food and drink in French. Others respond to simple questions by identifying an object, number or colour. The highest attainers in Post-16 read simple sentences and answer questions quickly about their Disneyland Paris visit and recall key words and phrases, with little prompting. All pupils enjoy the challenge of the simple games that their teacher has devised, and ICT is used particularly well in Post-16, as are songs in Key Stage 3 to reinforce words, phrases and accent.
64. French is not formally taught in Years 10 and 11 because of the pressures on curriculum time; opportunities are provided through the multicultural programme that pupils follow. Progress since the last inspection has been limited however, because of the lack of a curriculum co-ordinator, although the headteacher overviews the subject with other teaching staff satisfactorily. Although records and assessments made are adequate, some aspects of these are not as developed as for other subjects in the school and currently there is no plan to guide the future development of the subject.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- The achievements of pupils and students are very good.
- The implementation of the National Numeracy Strategy has resulted in very good teaching.
- Strong leadership by senior management and the subject co-ordinator has significantly improved the curriculum offered.
- Very good use is made of mathematics in other subjects.

Commentary

65. The introduction of the National Numeracy Strategy has resulted in improved teaching which is now very good. This combined with significant developments in curriculum planning, means that pupils and students achieve very well.
66. Pupils achieve very well in using and applying their knowledge and understanding of number in a wealth of practical situations. These strongly support pupils' understanding. By the end of Year 2, pupils are beginning to count and to recognise basic shapes. Higher attaining pupils are also beginning to understand more complex concepts such as long and short. Pupils with more complex needs are, with support, consolidating their understanding of number. By the end of Year 6 higher attaining pupils are applying their number skills to a range of practical situations such as "shopping" for goods and calculating prices. The teaching of pupils with more complex needs is imaginative and the pupils benefit from the imaginative use of computers and tactile materials. By Year 9 higher attaining pupils can count to 100 and use computer spread sheets to generate shapes such as squares and circles. In practical situations, pupils are beginning to develop different ways of solving problems. Pupils with more complex needs add numbers using a calculator. By Year 11, pupils interpret the information in simple bar charts and graphs as well as applying the information to practical situations such as filling a kettle to a given amount. Pupils with more complex needs count up to 40. Year 11 pupils and Post-16 students achieve success in the OCR examinations in using and applying mathematical skills and in number.
67. The previous report was critical of both the teaching of mathematics and the narrowness of the curriculum offered. The senior management team and the subject manager have put great efforts into improving both the range of the curriculum and the quality of teaching. They have been very successful in achieving these objectives. Teaching and support staff provide a high level of challenge to pupils and, through well drafted and realistic targets, meet pupils' individual needs very effectively. Teachers and support assistants support the pupils very well and ensure that pupils know and understand what they need to do. Effective use is made of signs and symbols to augment communication in numeracy lessons, where appropriate. Computers and resources are used effectively to support learning. An example of this was evident in a Year 13 lesson on number, taught through games which both excited and enthused the pupils through the extensive use of computers. Switches also enabled a pupil with complex learning difficulties to be fully involved in the lesson.
68. The development of inclusion opportunities for some pupils, when they visit the local primary school, has very good social as well as learning benefits. The support for pupils'

numeracy skills is strong and every opportunity is taken to develop mathematical ideas alongside mainstream peers.

69. A detailed policy and scheme of work is in place and the subject leader provides very good support to colleagues across the school. All the issues arising from the last inspection have been fully addressed and all aspects of the role, including the monitoring of planning and teaching are in place. Resources and staffing to support teaching and learning are very good and all older pupils now follow appropriate accredited courses.

Mathematics across the curriculum

70. The use and the development of mathematical skills across the curriculum are very good. They range from the use of opportunities as soon as they arrive in lessons, such as recognition of shapes in geography, to more formally planned opportunities such as measurement in art and design or counting beats in music.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Practical work is very well planned and key ideas in science promoted very well.
- The curriculum is very broad and literacy, numeracy, and ICT are used very well to support learning.
- Substantial improvement in provision has been made through the clearly focussed approach to ensuring high quality experiences are provided.

Commentary

71. The co-ordinator's self-critical approach and her very clear vision have ensured that the provision in science has improved remarkably since the last inspection. At that time, pupils' progress was unsatisfactory because their learning was not spread sufficiently across a wide range of topics and there was little time for learning. The curriculum is now thoroughly planned and is very broadly based. Time for learning is sufficient. Science in Years 10 and 11 includes a health and sex education module, in addition to science lessons. Leadership and management of the subject are very good and planning, teaching, learning and pupils' achievement have all been thoroughly monitored. Assessment procedures are of high quality. The co-ordinator has used information from the monitoring and assessment very well to support colleagues and adjust planning.
72. Pupils achieve very well in science. This is because of the high level of skill of staff in teaching and planning the subject. Teachers make their lessons highly interesting and plan them thoroughly, ensuring that practical work engages and involves pupils well. Their expectations of pupils are very high. Staff's knowledge was a weakness at the time of the last inspection. This is now very good and some excellent, creative and motivating ways of teaching science are planned by teachers.
73. Investigation and experimentation are at the heart of each lesson and are very well taught. Teachers ensure that all the key ideas, such as fair testing, making hypotheses, effective observation and measurement, drawing conclusions and re-testing are developed very

well across the year groups and that the pupils, despite their disabilities, become real scientists. Subject specific vocabulary is very well promoted, as is numeracy, when pupils measure, observe and record. Pupils in a Years 4 to 6 lesson on plant growth were totally mesmerised by their examination of 'real' lilies. With the excellent support of the teacher and teaching assistants, they were able to match the parts they had seen in a picture and on another real plant to identify parts such as the *stamen* and its function. Some pupils, mostly those with autism, had excellent support, using signs and symbols, which aided them to look closely and record their findings. In addition, those with PMLD and visual impairment were able to benefit greatly from the sensory opportunities provided. In the secondary department, very strong, well paced introductions, with careful and probing questioning, help pupils to recall earlier work. This led in one lesson, where the teaching was very good, to pupils remembering where the heart and lung were located in the body and what their function was. The teacher had very carefully thought of how the abstract idea of breathing in and out could be demonstrated to pupils by using a tissue placed in front of the mouth for them to see the effect. Computers are used extremely well in science to support pupils' learning, recording and communication.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school values the use of ICT very highly and recognises its benefits in helping pupils access the curriculum and support their communication.
- Much work has gone into improving provision since the last inspection and in broadening the curriculum to include relevant award bearing courses.
- Staff confidence is very good and because of this, all sorts of ideas are tried to ensure all pupils can be fully included in lessons, with learning relevant to their needs.
- The school's system of planning is comprehensive, but the way the subject is organised in the primary department means that the co-ordinator has to monitor the subject very closely to ensure all aspects of the subject are taught.

Commentary

74. The dedicated and enthusiastic co-ordinator leads and manages the subject well. She has worked very hard to improve the quality of provision since the last inspection. It has improved well overall and very well in the secondary and FE departments, where it is taught as a separate subject. The planning has recently been updated and is of high quality. It covers all aspects of the National Curriculum and ensures that pupils can make progress because the work builds well on what pupils have previously learned.
75. Only a small number of lessons could be seen during the inspection. However, from observation, the skills that pupils demonstrate and the quality of their work (especially for the award bearing course), the quality of teaching is very good. Because of this, the very good knowledge and expertise of support staff and the very good curriculum, the pupils make very good progress and achieve very well. Teachers use their expertise thoroughly to plan and organise interesting activities which motivate the pupils and students very well. Very good use is made of the interactive whiteboard to demonstrate what pupils should do, and what the teachers want the pupils to learn is always made very clear. The

pupils gain a very wide range of skills in relation to their needs. When they leave school, the students know how to use a digital camera and can use desktop publishing skills to create simple text and graphical displays. In their communication work, they learn the parts of a mobile phone, the importance of charging the battery and how to send a text message.

76. In the primary department, teachers use computers very effectively in all aspects of learning and communication and the pupils have plenty of opportunities to practise their skills. Pupils have specific targets in relation to ICT, as part of their IEP's. Teachers clearly have these in mind when pupils use computers, and ensure that they achieve these over time. Progress towards their targets is good. However, unlike the secondary department where the units of work, which are part of the programme of study, are planned and taught according to a plan, no such overview exists for primary aged pupils. This means that the staff's ability to ensure that all aspects of the programme are followed is not as secure as in the secondary department. However, the observation of lessons, discussion among staff and scrutiny of planning enables the co-ordinator to gain a broad view of what has been taught and when.

Information and communication technology across the curriculum

77. The school uses computers and other computer devices exceptionally well to support pupils' learning and communication. These are used in virtually every lesson, in every subject and by a wide range of pupils. Pupils use a variety of devices to access the computer, including touch screen, keyboard, and adapted devices, such as switches. They use these to write using word-bank software, to select words and objects from the screen and to draw. Pupils frequently record findings from their work using computers and older pupils are competent in using faxes, photocopiers and other devices which use micro-technology.

HUMANITIES

78. **History** and **geography** were both sampled. Insufficient teaching was seen during the inspection to report fully on either subject. However, improvement in both of these subjects has been good since the last inspection with further development of the curriculum, the role of the curriculum co-ordinators and attention to the assessment and recording of pupils' progress. Both subjects are taught as part of humanities provision and in some classes are taught in rotation. They are not taught in Years 10 and 11. Evidence regarding provision is based on discussion with the subject co-ordinators and teachers, an examination of planning, of pupils' work and records and the observation of a small number of lessons. Pupils' achievements are generally good in these subjects. The curriculum provided ensures that they build on their previous knowledge, experience and skills. Each subject has a separate co-ordinator, who is enthusiastic, has development plans for the subject and leads and manages the subject well. Subject co-ordinators monitor planning and have opportunities to monitor and advise on teaching. Some good themed resources around topics have been created. Effective policies have been developed with a good scheme of work in place and the programmes fulfil the requirements of the National Curriculum. Teaching observed, records and pupil work confirmed teaching to be at least good overall, though some teachers feel more confident exploring early geography skills, than history skills and understanding with pupils who have more complex needs.
79. In geography very good use of the locality supports pupils' growing awareness over time of the main features of the geography of the area. As they progress through the school, the highest attaining pupils develop a growing awareness of features of the environment and use appropriate vocabulary to describe them. They can contrast features of their own and other localities and identify different areas of the United Kingdom and of the world. The themed weeks that are organised strongly help them to make observations about natural features in other countries as well as about the experiences of people who live there. Other pupils, through the work covered and the visits and outings programmes, develop an increasing awareness of their locality and, using simple maps and symbols, find their way about them. They understand simple facts and differences in relation to weather and relate this to how they need to dress or how plants need rain to grow. The most able pupils understand simple facts about pollution and that they need to play their part through picking up litter and being careful with water to 'help the world' and others.
80. In history, a well thought out programme of class routines, 'stories', role play, visits and teaching of historical themes supports all pupils' develop understanding of the passage of time and changes in the world very well. In every classroom, class routines enable

pupils to plan and revisit their experiences; younger pupils show a developing awareness of how they and others have changed over time, as they look at photographs of themselves and others as babies and at differing points in their lives. All pupils learn about the lives of important people from different ages and some remember key events or facts related to these. Well chosen visits combined with very good planning enable higher attaining pupils to understand some of the features of Victorian England, of the World War II or of Roman Britain according to what they are studying. Other pupils with more complex needs are able to experience the differences and enjoy the participation.

81. The teaching observed was at least good, making effective use of resources and artefacts. Work was well matched to pupils' needs and abilities and linked in well to other areas of the curriculum. All the lessons are relaxed yet purposeful with excellent relationships between teachers and pupils. At all stages, pupils' communication and literacy skills are well reinforced with key words and symbols, some use of sign and good use of support staff, enabling each pupils' access.

Religious education

Provision in religious education is **very good**. It has **excellent** features.

Main strengths and weaknesses

- Teaching and learning are very good; a broad and highly relevant range of learning experiences is provided.
- Resources for religious education are very good, accessible and well organised.
- Very good community contacts and work with parents and others enhances pupils' experience of the different religions and cultures; this is supported by visits to different places of worship.
- The subject contributes very well to pupils' personal, social, moral and cultural development and in almost all lessons the contribution to pupils' spirituality was excellent.

Commentary

82. There has been a very good improvement in the provision for religious education since the last inspection. The co-ordinator has undertaken some excellent work in revising and adapting the religious education locally agreed syllabus to ensure its relevance for all pupils. Pupils' experiences and their developing understanding are monitored well. Resources are very good and they are used very well. An ethos of celebration, challenge and determination to enable pupils' to have access to this subject pervades. It was only possible to observe a small number of lessons. However, scrutiny of pupils' records and work, discussion with the subject co-ordinator and teacher files, observation of school assemblies and religious displays provide good evidence of the school's provision.
83. Pupils' achievements across the school are very good. This is because of the very good teaching and the interesting ways in which teachers explore religious ideas with their pupils. In every lesson they set up an atmosphere of 'spirituality', by using candles or particular artefacts. A very good example of this was when pupils in Years 3 to 6 learned about the work of Mother Theresa and the special clothes that she wore and what they symbolised. Afterwards, they coloured and made their own crosses and handled them with great reverence, because of how the teacher conveyed their 'special-ness'. Younger pupils learn about sharing and caring for each other as others care for them; older pupils

learn about different religions and visit various places of worship. The highest attainers know that prayer mats are important for Muslims and know that they have to face Mecca as they pray. Bible stories and stories from other faiths are taught throughout the school. During 'theme weeks' pupils learn about different aspects of different religions as well as about the culture of other countries. In the Post-16 department religious education is taught through work from the themes in their daily tasks, like helping others and sharing as well as a specific programme of study. They are encouraged to consider their views on moral issues, right and wrong, smoking, environmental issues and so on and to take personal responsibility. This they do very well.

84. Assemblies support the subject well; pupils celebrate religious festivals, taking parts in acting out stories. They sing with enthusiasm and often joy and even those who find it difficult to watch and listen do so when there is a prayer and time for quiet reflection. Staff are very committed to enabling all children to access religious education and assemblies and support their involvement and understanding very well, although occasionally signs and symbols could be used even more.
85. The leadership and management of religious education are very good. The subject is enthusiastically led. Monitoring and evaluation of the planning of lessons and their outcomes help to improve provision. Monitoring of teaching is written into the school's cycle of monitoring. Good support and advice are provided for teachers. Development plans are very focussed on enriching pupils' experiences and their understanding and supporting teachers through resources and implementation of the new scheme of work. There is a very clear view of how the subject needs to develop. Assessment procedures and monitoring of development have improved with some very good evidence provided of pupils' experiences and responses; written assessments are now more evaluative, although some do not detail sufficiently individual pupils' developing understanding and knowledge.

TECHNOLOGY, VISUAL AND PERFORMING ARTS and PHYSICAL EDUCATION

86. There was insufficient evidence in **art and design** to make overall judgements about teaching and learning. However, from the limited number of lessons and the work on display and in pupils' files, achievement is very good.
87. Pupils have the opportunity to work in a range of materials such as the making of three-dimensional sculpture, sketching and the use of computers. An example of the imaginative teaching is the current theme of "disguises" for the secondary aged pupils. This involved them in using pencil and computers to make changes to facial images to give a different impression. The extra dimension of this topic is the opportunity provided for pupils to develop observational skills as well as developing descriptive language.
88. The social aspects of learning are also enhanced by visits to art galleries, such as the Lowry and Manchester, and the study of famous artists.
89. There was insufficient evidence in **design and technology** to make overall judgements about the teaching and learning. However, from the limited number of lessons and the work on display and in pupils' files achievement is satisfactory overall and good for primary aged pupils.
90. Primary aged pupils develop appropriate skills of measuring and joining to produce models such as vehicles and these skills are further developed by secondary pupils to

produce powered vehicles. Skills of measurement, cutting and joining are satisfactory overall with primary aged pupils making good progress.

91. The previous report was critical of the narrowness of the curriculum and the over-emphasis on food technology. The subject leader has worked hard to extend the curriculum, but is hampered by unsatisfactory accommodation which makes it very difficult to plan effectively and teach a secondary curriculum, especially in areas of design and resistant materials. The school is planning to minimise these shortcomings for more able pupils through the development of inclusion opportunities in a local secondary school.
92. There is insufficient evidence in **music** to make overall judgements about teaching and learning in music. From the observation of the limited number of lessons and the work in pupils' files as well as audio evidence, achievement in music is very good.
93. The provision of music benefits from a talented and enthusiastic subject manager who sets high standards for the pupils and ensures that music in varying forms plays a significant role in the life of the school. The teaching of younger pupils in a range of subjects is enlivened by songs and music.
94. Music also plays an important role in pupils' social development. They benefit from opportunities to perform in an annual school concert which is much valued by parents and the local community. This has also led to their participation in local music competitions alongside mainstream schools.
95. The school's policy on providing inclusion opportunities for pupils with a local primary school are much enhanced by music. In a lesson seen during the inspection pupils from Loyne School worked with mainstream pupils to perform and compose music, deriving much pleasure as well as developing their social skills.
96. It is not possible to provide a full evaluation of **physical education**. Pupils' records were scrutinised but only a small number of lessons could be observed.
97. Physical education is a very strong and popular subject where pupils have many very good opportunities to develop their physical skills. Pupils make very good progress and achieve very well in physical education where they learn to run, jump, and develop ball-handling skills over time. Those who are physically disabled are able to take part in Yoga and swimming and have physiotherapy, which is supported through their physical education lessons and at other times. Pupils of all abilities are included well in lesson activities, with very clear individual targets, often linked to their IEP's. Pupils' skills are guided and developed very well in this way, in every lesson. Teaching is of a high quality and is consistent because of the very good planning, organisation and monitoring. Lessons help pupils to consider health and safety issues and they are taught to warm up carefully. Improvement since the last inspection is very good. Although formal assessment is limited, pupils' developing skills are informally tracked well over time and reports to parents are clear.
98. Subject leadership and management are very good and the co-ordinator is clearly dedicated to making the subject a key contributor to the school's provision. The wide, varied curriculum provides opportunities for dance, gymnastics, swimming and games as well as many sports. A key feature is the very good involvement and inclusion with other schools, especially the local primary school and the Lancashire Youth Games, which the school hopes to win this year. The accommodation, however, is not suitable for the older pupils and prevents some innovation in school. There is no sports hall, hydrotherapy pool or gymnasium, for example. The school overcomes this to some extent because students visit the local leisure centre and swimming pool, although valuable time is taken up travelling to these facilities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The quality of provision in personal, social, health and citizenship education is **very good**.

Main strengths and weaknesses

- Personal, social and health education is taught very well and students achieve very well in relation to their individual targets.
- Leadership and management of the subject and the quality of the curriculum are excellent.

Commentary

99. Pupils' records and their achievement in lessons show that they achieve very well. They achieve very well, for example, in their independence, in organising themselves and in interacting and working with others. Teaching has improved since the last inspection and is now of high quality; achievement has also improved as a result of this. This represents a good improvement since the last inspection. The quality of teaching in lessons ranges from satisfactory to excellent, but when the considerable teaching of personal and social skills throughout the school day and the progress made by students are considered, teaching is very good overall.
100. By the time they leave school, students show independence in many ways; for instance, when using a laminator or the interactive whiteboard. Others have learned to take off their coat unaided, wash their hair or cook a meal. Throughout the school, mature, thoughtful discussion takes place of sensitive issues such as family relationships or bullying. Many students show great confidence in speaking to visitors.
101. The leadership and management of the subject are excellent. It is well and comprehensively organised with thorough monitoring and tracking of pupils' experiences and progress. The range of curriculum opportunities is excellent and very well linked to individual pupils' needs, so that in each age group those at earlier stages of development are able to be challenged and make suitable progress as well as those with more advanced skills. In citizenship lessons pupils learn how to be part of the community and to contribute through opportunities such as running a community café. There is as yet no school council to provide even greater opportunities for the understanding of citizenship within the school, but this is being planned for September 2004.

POST-16

The provision for Post-16 students in the school's Further Education department is **very good**.

Main strengths and weaknesses

- A very good range of learning activities with strong links with local colleges supports students' high levels of achievement.
- Very good and highly focussed teaching results in students learning very well.
- Relationships between staff and students are exceptionally strong and they are combined with very good support; consequently, students become as independent as possible.
- The provision is very well managed and successfully provides an age appropriate atmosphere for the students.
- Computers are used very effectively to support learning.

- The accommodation does not meet the pupils' needs.

Commentary

102. The school's management team has successfully developed an atmosphere and curriculum that is appropriate for the needs and age of the students. The very strong emphasis on developing skills for life after school is highly successful. It is noteworthy that the creation of this supportive and effective ethos has to be set against accommodation which is unsatisfactory.
103. Post-16 students achieve very well. Stimulating teaching and a wide range of learning experiences enable students to give of their best. The curriculum provides students with the opportunities to be as independent as possible.
104. The teaching provides a very good balance of challenge and support. The friendly atmosphere of lessons, appropriate to pupils' ages, encourages students to tackle new situations with maturity and confidence. Teaching and support staff work very well together and this effective team work is reflected in the high quality of the lesson planning and delivery. A particularly strong feature is the use of computers to enable all students to access the curriculum and to support their learning.
105. Staff are also very successful in facilitating students' personal development. Very good targets provide the basis for highly effective learning. These are combined with highly effective support which enables students to adapt to new situations, such as attending college, with confidence.
106. The teaching of communication skills and numeracy is very good. Staff have a very clear idea of students' needs and learning activities are very well planned to address them. Opportunities for discussion and role play in subjects such as careers give students the opportunity to practise and develop communication skills.

107. Practical exercises and computers ensure students' very good achievements in mathematics. All students are provided with opportunities to achieve qualifications in practical skills such as money management and home management. Lower attaining students also gain awards and learn useful social mathematics skills such as telling the time and use of money.
108. The department is very successful in preparing students for life after school. Work placements are provided for the students and they benefit from the close links that have been established with local colleges.
109. Students benefit from a rich curriculum. Teachers' successfully broaden their horizons through exciting activities such as the annual trip to Paris and visits to the theatre to see Shakespeare. Students participate in a very successful mini-enterprise involving the production of key rings and tea towels.
110. The Post-16 provision is very well led and managed. The difficulties of working in unsatisfactory accommodation have been imaginatively addressed to create a very appropriate 'adult' atmosphere for the students. There is a very clear vision and sense of purpose in the department.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Sixth form grade	School grade
The overall effectiveness of the sixth form and the school	2	2
How inclusive the school is		2
How the school's effectiveness has changed since its last inspection	2	2
Cost effectiveness of the sixth form / value for money provided by the school	2	2
Overall standards achieved		2
Pupils' achievement	2	2
Pupils' attitudes, values and other personal qualities		1
Attendance	1	1
Attitudes	1	1
Behaviour, including the extent of exclusions	1	1
Pupils' spiritual, moral, social and cultural development		1
The quality of education provided by the school		2
The quality of teaching	2	2
How well pupils learn	2	2
The quality of assessment	2	2
How well the curriculum meets pupils needs	2	2
Enrichment of the curriculum, including out-of-school activities		2
Accommodation and resources	4	4
Pupils' care, welfare, health and safety		1
Support, advice and guidance for pupils	2	2
How well the school seeks and acts on pupils' views	3	3
The effectiveness of the school's links with parents		2
The quality of the school's links with the community	2	2
The school's links with other schools and colleges	2	2
The leadership and management of the school		2
The governance of the school	4	4
The leadership of the headteacher		1
The leadership of other key staff	2	2
The effectiveness of management	2	2

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

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

