

INSPECTION REPORT

PATERNOSTER SCHOOL

Cirencester

LEA area; Gloucestershire

Unique reference number: 115824

Headteacher: Mr Peter Barton

Lead inspector: Mrs Patricia Potheary

Dates of inspection: 21–23 June 2004

Inspection number: 259050

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special
Age range of pupils:	2–19
Gender of pupils:	Mixed
Number on roll:	31
School address:	Watermoor Road Cirencester Gloucestershire
Postcode:	GL7 1JS
Telephone number:	01285 652480
Fax number:	N/A
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs E Costley-White

Date of previous inspection: 28/09/1998

CHARACTERISTICS OF THE SCHOOL

Paternoster is a day community special school for 43 girls and boys aged 2 to 19 years. There are 34 pupils on roll. Two are from minority ethnic backgrounds. There are three pupils in their early years attending part-time and one full-time Reception aged pupil. The oldest pupils currently are in Year 10. The socio-economic backgrounds of pupils are from a typically average range but pupils' attainment on entry to the school is well below average. There are no pupils with English as an additional language and pupil mobility is very low. Five pupils are undergoing statutory assessment and 29 have Statements of Special Educational Needs, mainly for severe learning difficulties, although five have profound and multiple learning difficulties.

The school has eleven pupils educated once a week in local mainstream schools and college and supports mainstream pupils with lessons at Paternoster. The school was awarded 'Investors in People' status in 2001 and the 'Healthy Schools Award' in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21765	Patricia Potheary	Lead inspector	Science Geography History Modern foreign languages Music Religious education
9744	Peter Brown	Lay inspector	
22821	Linda Wolstencroft	Team inspector	Foundation Stage
32963	Joan Lock	Team inspector	English Citizenship Design and technology Personal, social and health education Special educational needs English as an additional language
23412	Alvin Jeffs	Team inspector	Mathematics Information and communication technology Art and design Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Paternoster is a good school, with a warm and welcoming environment and many very good features. All major aspects of the school are at least good. These include pupils' achievement, teaching and learning, the quality of education and leadership and management. The school provides good value for money.

The schools main strengths and weaknesses are:

- Pupils achieve well in all subjects and very well in their personal and social development.
- Pupils' attitudes and behaviour are very good throughout the school.
- Good teaching ensures that pupils achieve their best regardless of their ability.
- The curriculum offers a good and rich range of worthwhile opportunities.
- Links with parents, the community and other schools and colleges are very good.
- Good leadership and management ensure a well run, inclusive and successful school.
- Information on how well pupils are achieving or how well subjects are taught is insufficient, in some subjects, to support further improvement.
- The range of accreditation offered to pupils aged 14-16 years is insufficient to meet all their needs.
- The accommodation, although attractive and very well maintained, lacks basic facilities to teach the full curriculum.

The school has improved well since the last inspection when most aspects and subjects were satisfactory. All the previous key issues have been addressed. The quality of teaching, learning, leadership and management have improved and there are substantial improvements to the curriculum and accommodation. Some elements of the accommodation and curriculum still need further improvement.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 10	Good	Very good

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

Achievement is good overall. In the goals the youngest children are expected to reach by the end of Reception, achievement is satisfactory for communication, language and literacy, mathematical development and knowledge and understanding of the world. At this age pupils achieve well in their personal, social and emotional development and physical development. Pupils aged 5 to 16 years achieve well in English, mathematics, science and information and communication technology, as well as in religious education. There are examples of good quality work and progress in many other subjects, including swimming. This good achievement is consistent in all year groups, for pupils of all abilities and for those with significantly different special educational needs. At these ages pupils achieve very well in their personal and social development and this helps them to learn. **Pupils' personal qualities including their spiritual, moral, social and cultural development, are very good.** They have very good relationships with each other and with adults and display a very positive attitude to learning. Pupils always behave very well and there is no sign of bullying. Attendance is good and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good. Teaching and learning are always good and often very good for pupils in Years 1 to 10 regardless of their levels of ability or special educational needs. Teaching and learning are satisfactory overall for children in the foundation stage, with some good teaching especially in physical development and personal, social and emotional skills. Assessment in lessons is good so that work is planned to suit differing pupil needs. Very effective behaviour management supported by warm relationships leads to very good, confident approaches to learning by pupils. A major contribution to the good quality of learning is made through the skill and dedication of learning support workers. The quality of the curriculum is good and provides the full range of subjects. However, two pupils miss French because of the difficulties in organising such a small number of pupils from such a wide age range. The curriculum for pupils aged 14-16 years is good, but accreditation is too narrow for some to show how well they can do in certain subjects. Very good promotion of pupils' personal, social, citizenship and health education significantly supports their achievement in all areas. There are many very good opportunities to learn outside school, especially in arts and sports. Teachers' knowledge and skills are very well matched to pupils' needs. Accommodation, however, is unsatisfactory despite being attractive and very well maintained. The care, guidance and support given to pupils are good and they support good quality learning and achievement. Links with parents, the community and other schools and colleges are very good, increasing and enriching opportunities for learning and inclusion in many ways.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership provides a strong inclusive vision, which successfully drives the work of the school forward. The work of the governing body is effective in ensuring a good quality of education, and performance management has successfully improved many aspects of the school. In many subjects, however, the achievement of pupils is not recorded sufficiently well, and the quality of teaching is not observed often enough to show where improvement is needed. The school does not fully meet the statutory requirement that every pupil aged 11 to 14 years should learn a modern foreign language.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very highly of the school and the way it helps their children to develop so successfully in every way. There were no major concerns expressed. Pupils' attitudes are equally positive, summed up by one pupil who said to an inspector, "You know that this is the finest school in the world so you won't need to come back."

IMPROVEMENTS NEEDED

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

- Ensure that there is sufficient information about pupils' achievements and the quality of teaching in all subjects so that areas for improvement can be better identified.
- Develop a wider range of accreditation to meet the different needs of pupils aged 14 to 16 years.
- Seek to provide accommodation that fully meets the requirements of the curriculum.

And to meet statutory requirements:

- Seek to ensure that all pupils aged 11 to 14 years are taught a modern foreign language.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory in the Foundation Stage and good in Years 1 to 10.

Main strengths and weaknesses

- Achievement in all core subjects is good.
- Achievement in pupils' personal and social development is very good.
- Pupils aged 5 to 16 years achieve consistently well in all classes.
- In the Foundation Stage pupils achieve to a satisfactory level overall and well in physical development and personal, social and emotional development.

Commentary

1. The numbers of pupils in each year group are very small, with between one and four pupils at the most. This makes comparisons with other similar schools and from year to year wholly unreliable.
2. In English, mathematics, science, information and communication technology (ICT), and religious education achievement throughout the school is good. Pupils also achieve well in swimming. This is the same for all pupils regardless of their special educational needs, gender or ability level. By the time they leave school, all pupils achieve well in the Accreditation for Life and Living Skills (ALL) scheme and all but one went on to college last year. Several pupils achieve well in the National Skills profile. In English pupils do better in reading and speaking and listening than they do in writing, where achievement is satisfactory rather than good. This is due mainly to a lack of planning for a wider range of writing opportunities in English and in other subjects. Pupils' good achievement in English, mathematics and ICT supports the successful use of these skills to help them make progress in other subjects.
3. The very good achievement in personal, social, citizenship and health education is evident as pupils become gradually more confident, responsible and able to learn, as they get older. The school places a very high priority on this area of development and, as a result, it contributes very well to learning in all subjects.
4. The consistently good progress made by pupils in each class is pivotal in ensuring that the good achievement continues from year to year. There is evidence of some very good achievement in individual lessons. This is due in part to the uniform system for whole-school subject planning and the well-implemented performance management system used to improve standards further. Data show that the majority of classes and all year groups met the school targets set this year in English, mathematics and personal development.
5. In the Foundation Stage the majority of pupils make steady progress in their communication, language, literacy and mathematical skills as well as in their knowledge and understanding of the world. This is evident in the school data, which show that last year 86 per cent of Foundation Stage pupils improved in their ability to pay attention, and

76 per cent improved in their speaking and listening skills. These youngest pupils make good progress and achieve well in the important areas of personal, social and emotional development and physical development. The difference in achievement between this stage and the rest of the school is, in part, because the class contains such a wide range of ages and abilities, making the organisation of sessions complex.

- The school is improving achievement well over time and since the last inspection has moved from satisfactory to good achievement in all subjects of the National Curriculum inspected in depth.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school, their behaviour, and their spiritual, moral, social and cultural development are very good. Attendance is good and punctuality is very good.

Main strengths and weaknesses

- Pupils' relationships with each other and with adults are very good.
- Pupils display a very positive attitude to all aspects of school life.
- The behaviour of pupils is very good and oppressive behaviour is virtually non-existent.
- The moral, social, and cultural development of pupils is very good and their spiritual development is excellent.

Commentary

- The attendance of pupils is good. Levels of attendance are higher than the average for schools of a similar nature and the very low number of pupils on roll means that when one pupil is absent it represents almost three percentage points. Punctuality of pupils is very good, allowing lessons to begin on time and without interruption. Procedures to ensure regular attendance are good, and parents are effective in supporting this aim.

Attendance in the latest complete reporting year (%) 2003

Authorised absence		Unauthorised absence	
School data	7.51	School data	0.05
National data	8.7	National data	0.5

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

- Pupils' attitudes to school are very good in every age group. Pupils are very positive and display a keen interest in every aspect of school life, both in and out of the classroom. The very good relationships pupils have with each other and the staff give them the confidence to learn and prosper. Pupils were frequently seen to help each other, for example. The school provides very good opportunities for pupils to show initiative and accept responsibility. This is achieved formally through the School Council and by pupils being given appropriate tasks such as showing visitors around the school or taking the register to the hall. Consequently, the confidence and self-esteem of pupils are very high.
- The behaviour of pupils is very good. The school has some well-established systems to encourage good behaviour and this represents good improvement since the last inspection. In class pupils pay attention and are sensitive to the needs of others. In the

playground, and on external visits, their behaviour is exemplary. No cases of bullying were observed, or any other form of oppressive behaviour, which is excellent, and very good procedures are in place to deal with any problems that might arise.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	32	1	1
White – any other White background	1	0	0
Parent preferred not to say	1	0	0

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

10. Provision for spiritual, moral, social, and cultural development is very good. Development of pupils' spiritual awareness is excellent and many opportunities are provided for reflection, including well-planned, sensitively delivered assemblies and regular visits to the local church. The school is very successful in promoting moral awareness, and pupils display a very clear understanding of the difference between right and wrong. This was seen in a religious education lesson when pupils could clearly understand the moral dilemma of some societies being very rich whilst others live in abject poverty. The very good social development of pupils is encouraged at every opportunity. For example, a group of the oldest pupils queued and purchased alongside students from Cirencester College. The cultural development of pupils is also very good, with a wide range of cultural and multi-cultural experiences being planned into many different subjects such as art, music and geography. For example, there have been visits to the school by Indian and African musicians and artists. As a result' pupils are prepared well to live in a multi-racial society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning, the curriculum and the care and guidance provided for pupils are all good. The school's links with parents, the community and other schools and colleges are very good.

Teaching and learning

The quality of teaching and the way pupils learn are good.

Main strengths and weaknesses

- Teaching and therefore learning are consistently good or better for all pupils aged 5 to 16 years.
- Good assessment in lessons leads to well-planned work to suit pupils' different needs.
- Effective behaviour management and strong relationships result in confident, lively learners.
- Learning support workers contribute substantially to the good quality of learning.
- There are no widespread weaknesses in teaching, although several subjects lack the challenge of specific accreditation to raise achievement even higher.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor	Poor	Very Poor
0 (0 %)	11 (37%)	15 (50 %)	4 (13 %)	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.

11. Teaching is of a good quality for pupils aged 5 to 16 years in every subject and in all classes. Just under a half of teaching for this age group is very good. The subject knowledge of teachers is particularly strong. Weaknesses tend to be minor and, where they exist, vary from lesson to lesson. Some lessons, however, lack the challenge of specific subject accreditation to raise standards even higher for older pupils. In the Foundation Stage teaching is satisfactory overall with a third of teaching being good. This difference is partly due to difficulties in addressing the very wide range of pupils' ages and educational needs found in the youngest group.
12. Assessment during lessons is consistently good. In all classes learning support workers keep good records of any developments in the skills and understanding of pupils. This enables the next lesson to be planned by building upon the pupils' previous learning and so helps them to make good progress. Lessons are also well planned to meet the needs of different ability groups and are linked well to Individual Education Plans. In a few lessons, however, the use of signing and symbols to support this work with individuals is inconsistent.
13. The behaviour management system is very well implemented and where necessary pupils have individual behaviour plans, which are well supported in class. The result is clearly improving behaviour for those with the most severe difficulties and a well-ordered, very positive learning environment. The strong and warm relationships based upon thorough knowledge of pupils by all staff mean that lessons are fun and pupils are keen to express their views and try things out. They are encouraged effectively to work well with each other. In this way good and very good progress in learning is evident in all lessons.
14. The work of learning support staff is generally well organised and they work effectively with individuals and small groups. The strength of their relationships, skills with technology and good subject knowledge contributes very well to the overall good quality of learning. In one or two lessons where whole group teaching takes place, the pace is slower and the deployment of adults in the room is not used well to keep individual pupils engaged for longer.

The curriculum

The quality of the curriculum is good.

Main strengths and weaknesses

- The curriculum is well planned to give pupils a wide range of suitable experiences to help them learn effectively.
- There is a good curriculum overall for pupils aged 14-16 years, although accreditation is too narrow.
- Pupil's personal, social, citizenship and health education is promoted very well throughout each day.
- There is very good participation in arts and sports and the use of visits and resources in the community is particularly good.

- The teachers' knowledge and skills are very well matched to needs of pupils.
- The accommodation is attractive and well maintained but is unsatisfactory in several respects.
- The small numbers of pupils causes considerable difficulties in organising a full curriculum for everyone.

Commentary

15. The good curriculum provides the full range of the National Curriculum subjects, religious education, and collective worship. The curriculum has been made to be relevant and worthwhile for pupils of all ages, abilities and special educational needs. Curriculum organisation presents considerable difficulties because of the very wide age range, wide ability levels and very small numbers of pupils. The school has solved these problems very well overall, but there are some weaknesses. For example, two Year 9 pupils in the oldest class miss French and one Year 10 pupil misses science this term owing to physiotherapy. The school has dealt with these difficulties as sensitively as possible but recognises the need for further adjustments. The curriculum is further enhanced by the good use of symbols and signing to support communication skills and the introduction of sensory based activities for those with the most severe and complex difficulties. There is very good attention to inclusion and in addition to very good links with the community almost a third of pupils attend local mainstream schools or college for part of their week.
16. The curriculum for pupils aged 14-16 years is good and provides very good link courses with the local college of further education and well-planned work experience. Pupils are enabled to build on the knowledge and skills gained from an effective careers education programme that starts at age five. Throughout the school pupils are prepared well to go on to their next class or placement. All pupils in the oldest class take a range of subjects under the Accreditation for Life and Living scheme (ALL) and some the National Skills Profile. However in several subjects, such as science, pupils do not have the opportunity for additional accreditation to show how well they have achieved. The school is already beginning to explore further opportunities for accrediting pupils.
17. The provision for personal, social and health and citizenship education (PSHCE) is very effective, particularly in giving pupils self-confidence and self esteem. In PSHCE and other lessons and throughout the day teachers and learning support workers make the most of every opportunity to encourage pupils to practise and develop their personal skills. For example, at lunchtime some pupils have individual eating plans to support them in developing the skills they need during meals. The school also won the 'Healthy School Award' in 2003. When they are ready, pupils are taught about sex and relationships, drugs awareness and how to keep themselves safe.
18. The curriculum is considerably enriched by a wide variety of exciting and innovative arts and sports activities. Visiting artists and sports coaches, together with a wide range of visits to cultural and sporting events, contribute in a major way to the pupils' good achievement. In May pupils took part in the regional Special Olympics and in June the Gloucestershire Youth Games. Frequent trips help bring subjects to life for pupils and help them to understand they are citizens of the local community. During the inspection many lessons took place outside the school; for instance, one science lesson on materials took place in a local limestone quarry.
19. Staff knowledge and skills are very well matched to the curriculum. The school has appointed more teachers by using part-time posts, and the increase in subject expertise

this brings has had a considerable and positive impact on the achievement of the pupils. In addition, the large number of learning support workers enables groups with a wide range of needs and abilities to receive more individual attention.

20. The school has made great efforts to make the best of the accommodation with very high quality maintenance, good displays and very attractive surroundings, including a sensory garden. Since the last inspection a new block has been built with an attractive entrance, two classrooms and a hydrotherapy pool. Accommodation, however, is still unsatisfactory because facilities for delivering the full curriculum, particularly to older pupils, are lacking. For example, there is no sports hall, the gymnasium is very small for larger pupils and the provision for science, food technology and design and technology is inadequate. Four of the six classes are still housed in temporary classrooms, which are very old. As a result, the curriculum offered to the pupils is restricted and learning opportunities are inevitably missed. Hygiene facilities are also inadequate in the old classrooms, so that a few pupils may have to waste time travelling to the main block.

Care, guidance and support

The quality of care, guidance and support given to pupils is good.

Main strengths and weaknesses

- The school is a safe and secure environment in which pupils thrive.
- The quality of risk assessments is very good.
- Pupils have very trusting relationships with adults they can turn to.
- Induction arrangements, support, advice, and guidance are good.
- Pupils' views are taken into account well.

Commentary

21. Health and safety procedures, including those associated with child protection, are good. Risk assessments are of a very high quality, being thorough and fully documented, and covering virtually every aspect of school life. Staff trained as instructors are available in school to instruct staff in manual handling and physical restraint techniques. The governor responsible for health and safety and the headteacher carry out a comprehensive health, safety, and security audit each year. Security procedures have been upgraded since the last inspection, and these are being fully and properly implemented. However, further steps need to be taken to ensure that new members of staff are fully familiarised with health and safety arrangements.
22. Pupils receive good care, guidance and support. Staff provide good quality pastoral support, which is based on their close personal knowledge of individual pupils. Where necessary pupils are able to turn to several adults with whom they have sensitive and trusting relationships. Older pupils receive good quality advice concerning future employment and further education opportunities. This guidance is based on a good understanding of individual capability and on a close knowledge of the opportunities available to pupils when they leave school.
23. Induction arrangements for new pupils are good and serve to ensure a smooth transition into the life of the school. The headteacher and other teachers visit mainstream schools to discuss the particular needs of incoming pupils. To make it easier for them, new pupils attend two days a week at first. Parents are provided with all necessary information and advice prior to their children starting school, which further contributes to a stress-free transition.
24. The school effectively seeks the views of pupils and, where appropriate, acts upon these. Pupils' opinions are canvassed through the School Council and have resulted in additional drawings and equipment being made available in the playground. Teachers also seek the opinions of pupils and then alter classroom arrangements and practices for example.

Partnership with parents, other schools and the community

Partnerships with parents, the local community and with local schools and colleges, are very good.

Main strengths and weaknesses

- There are very strong links with parents and carers based on very good communication and their wholehearted involvement in the life of the school.
- Very strong community links greatly enhance the curriculum.
- Very strong links with local schools and colleges significantly increase opportunities for learning and inclusion.

Commentary

25. Parents and carers hold the school in very high regard, believing it to be well led and managed, teaching to be good, and pupils to make good progress within a safe and secure environment. The inspection evidence supports these views.
26. Communication with parents and carers is very good. Regular newsletters and the prospectus are lively and informative. The governors' annual report is clear and easy to read but has limited information on the organisation for special education needs. The annual reports provide parents and carers with clear evidence as to the progress their children are making. One parent commented, "School reports make sense because they are written in plain English." Very effective day-to-day communication is maintained through the home-school diary and through informal discussions with members of staff. Parents, and carers, are fully aware of the complaints procedure to be followed.
27. Parental involvement in school, helping with the sensory garden, swimming, visits and in the classroom, is very good. The Friends of the School raise considerable funds, for improving resources and the school environment. Very effective consultation takes place with parents through regular questionnaires as well as informally.
28. Links with the local community are very good and significantly increase what the school has to offer pupils. Strong and effective partnerships have been established with the local church, local supermarkets and the Arts Centre, which provides artists to work in the school. Scope and Mencap fund special equipment and "Tennis for All" provides expert tuition. Very effective links have also been established with the Rotary Club and Inner Wheel, who have both helped fund the sensory garden.
29. Partnerships established with local schools and colleges are very good and provide very good opportunities for appropriate inclusion. The older pupils go to Cirencester College for their Life and Living courses, but also to mix with other students. Six pupils are included in lessons at local primary schools and a number of mainstream primary pupils receive specialist help at Paternoster School.

LEADERSHIP AND MANAGEMENT

The leadership, governance and management of the school are good.

Main strengths and weaknesses

- All staff and the governing body have a very good vision of inclusion, which makes the school successful for all pupils and their parents and drives improvement.
- There has been good management of the workload to secure a stable and effective learning environment during the headteacher's recent absence.
- Good performance management is well linked to the development needs of staff and the changing nature of the school's intake. It has improved every aspect of the school.
- Subject monitoring takes place regularly but lacks a focus on how the quality of teaching could improve learning even further in individual subjects.
- There are insufficient data on pupils' progress and achievement in some subjects to inform work on further improvement.

Commentary

30. All staff and governors share the same strong and appropriate vision of developing the pupils as independent and valued members of society. This strongly drives school improvement, curriculum development and the increasingly wide range of extra-curricular experiences. The headteacher leads well in this respect, as a good teacher, administrator and role model for pupils. He strongly supports the staff, who wish to develop a rich and inclusive experience for all pupils. He is well supported by senior staff and subject leaders, who also show a strong commitment to inclusion and deep respect for pupils and their parents.
31. The very effective support provided by the deputy headteacher and the strong partnership she has forged with the governing body have ensured that pupils have continued to achieve well during unavoidable absences of the headteacher. The way in which the headteacher and deputy headteacher complement each other's strengths is an excellent example of teamwork, and the school has benefited.
32. Although small, the governing body has met all of its statutory requirements well with the exception of providing a modern foreign language for two pupils. Major issues of finance, personnel and curriculum have been overseen very professionally. The governors have a clear picture of the strengths and weaknesses of the school, they provide good, regular and effective oversight of the budget and assist the school by ensuring that the wide range of duties for which they have responsibility, are carried out. The good school development plan has improved well since the last inspection with a number of very relevant areas for development, which are being met successfully. These are based on good self-evaluation from detailed consultation between all staff and governors.
33. Both governors and senior staff have provided very good support to pupils by ensuring a good range of staff skills and a high level of learning assistant support. The good deployment of these staff meets well the significant needs that a few pupils, such as those with autistic spectrum disorders, present. As a result of this focus, some very good achievement is evident.
34. Performance management is very well related to the training and resource needs of the school. Staff have access to a wide range of training such as updating their skills in ICT, and new staff show willingness to learn through techniques such as collaborative teaching. Senior management observe lessons and know where teaching is strong or needs improvement and this has led to good improvements in teaching since the last inspection. However, insufficient time is provided for subject leaders to monitor the work of their colleagues in the classroom. All staff monitor subjects in a range of ways, which has led to good improvements since the last inspection and the good quality of work overall. Despite this they lack time to really judge whether teaching in each subject is helping pupils to do as well as they can. In many subjects, including those attended in mainstream schools, data are not sufficient to show where achievement and progress are good or need improvement. The headteacher has begun to develop improved measuring systems to address this issue and ensure that the school is well placed to meet the increasingly complex needs of the pupils.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	660,536
Total expenditure	565,949
Expenditure per student	16,646

Balances (£)	
Balance from previous year	52,365
Balance carried forward to next	94,587

35. School financial procedures are well managed, with good regular oversight from the governing body. Money from grants is spent appropriately and the school makes every

effort to gain value for money. There is currently a large carry forward of 14 per cent of the budget, but this is identified for the development of a new hall. This major development will benefit many of the pupils currently attending the school.

36. The most significant barrier to improvement is the size of the school, which means that grouping of pupils with regard to both needs and age is very difficult and has led to a few pupils not receiving their full curriculum entitlement. A second barrier to improvement is the inadequacy of the accommodation, which restricts physical education, science, design and technology and several other aspects of the curriculum.
37. The small size of the school also aids school improvement because communication is easier and all staff develop a very good knowledge of all pupils and how to help them succeed. The vision and universal commitment to inclusion and willingness to meet the increasingly complex needs of pupils through training is a strong basis upon which to move forward and aid improvement.

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 **satisfactory**.

Main strengths and weaknesses

- There is a good variety of activities.
- There are many good opportunities for social interaction.
- Relationships between adults and children are very good.
- Activities are often but not always well matched to children's needs.
- The role of supporting adults is not made clear in all tasks.

Commentary

38. Teaching and learning are satisfactory overall and in some areas good. Planning is based on clear objectives linked to the Early Learning Goals. This ensures that adults leading activities have a clear understanding of their role and the purpose of the activity. Planning does not always make clear the role of other supporting adults in the classroom and consequently the effectiveness of their support is inconsistent. A wide range of activities is planned but different groups of children do not always work on tasks matched to their needs.
39. Assessment of what children know, understand and can do is good and influences what teachers plan for individuals. The accommodation and resources are satisfactory. The outside area is appropriate and equipped with suitable large equipment, although there is no direct access for children from the indoor learning areas. This limits the frequency of its use in extending the learning environment. Improvement since the last inspection is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

40. Teaching and learning are good. Adults create a calm environment. Activities begin with familiar songs and routines, which help the children to pay attention and foster confidence and a feeling of security. For instance, in one session, bubbles were used to focus the children's attention before they smiled in recognition and sang the welcome song. In group activities children learn about turn taking, for instance when stirring jelly. Opportunities to develop self-help skills and independence are well supported during lunchtimes and in practical activities. The large number of learning support workers help children sensitively, providing many opportunities for them to talk and mix with those around them.

COMMUNICATION, LANGUAGE AND LITERACY

41. Teaching and learning are satisfactory in this area. Staff encourage children to communicate and they take time to listen to their responses. Adults make good use of praise in supporting children's developing skills. However, the use of signing to support children's developing understanding of language is inconsistently used. Books are used well to help the children begin to understand how pictures and print tell a story.

Enthusiastic story telling effectively draws children's attention to characters and actions in the story. Children begin to learn to write through making marks in different materials, and a range of activities and games such as sorting toys and puzzles helps them to develop hand-eye co-ordination.

MATHEMATICAL DEVELOPMENT

42. Children's achievement in this area is satisfactory. Where activities are well matched to individual needs, learning is successful. For example, a group of children sang number rhymes and were helped to count toy monkeys as the rhyme progressed. The children were helped to understand through good encouragement, such as 'That's right, one more.' Where work is less well matched to individual needs, children don't always understand the purpose of the task. The activities that focus on children's understanding of number and shape help them to learn well. For instance, one child persisted in 'posting' shapes through the correct hole in a toy to make a tune play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

43. Teaching and learning in this area are satisfactory. Activities foster and develop children's curiosity well. In a lesson on making jelly children were encouraged to explore by feeling warm and cold water and then seeing the jelly cubes melt in the warm water. One child watched what happened to set jelly as he tentatively pressed harder and harder watching the surface wobble more and more. There are clear learning objectives for individual children, but these are not sufficiently achieved in all activities because the roles of supporting adults are not always made explicit. Information and communication technology makes a sound contribution to children's learning, by enabling them to use the interactive whiteboard to identify letter sounds, for example.

PHYSICAL DEVELOPMENT

44. Teaching and learning in this area are good overall. The emphasis on meeting the needs of individual children is well planned and successful. Adults work well together as a team and focus clearly on the child with whom they are working. They have very good relationships with the children and their interaction is both supportive and challenging. The range of activities balances group work with individual tasks and provides well-focused exercises as well as fun and enjoyment.

CREATIVE DEVELOPMENT

45. There were insufficient opportunities to make judgements about teaching and learning in creative development. However, children do have appropriate opportunities to participate in familiar songs and rhymes, explore a range of materials and join in with ring games. In one activity children cut and stuck pictures to create a lovely collage of picnic food.

SUBJECTS AND COURSES IN KEY STAGES 1, 2, 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in speaking and listening and reading but less well in writing.

- Planning and assessment are good, so that pupils build on previous learning.
- There are insufficient opportunities for writing and so this skill does not develop at the same pace as speaking and listening and reading.
- Resources, including ICT, are well used to develop learning.
- Teamwork between teachers and learning support workers contributes well to pupils' learning.
- The system of accreditation is not sufficiently challenging for some pupils to enable them to demonstrate their full potential.
- Insufficient time for monitoring by the subject co-ordinator has slowed the implementation of ideas for raising achievement further.

Commentary

46. Pupils achieve well and are able to listen for longer and longer periods as they get older. The use of symbols and signing helps pupils to understand and communicate and so develop the confidence to join in. However, this is not consistent in all lessons and in consequence pupils do not consistently achieve their best. By age 14, pupils show good progress in being able to ask and answer questions, some with prompts and encouragement. As they grow older pupils listen more carefully to instructions and learn to appreciate the importance of taking turns and when to speak and when to remain silent and listen. The speech therapist has made a valuable contribution to the school's communication programme and staff work closely with her.
47. The introduction of a variety of sensory programmes is significantly improving communication skills. In one lesson using a resonance board, which aimed at establishing eye contact, the use of a resonance board resulted in pupils, fully engaged, trying hard to respond and showing very real pleasure when they did so.
48. Pupils' reading skills develop well. Teachers throughout the school use interesting resources including ICT to gain the children's attention and help them learn and practise their skills. The use of the interactive whiteboard is particularly successful in engaging pupils and reinforcing their ability to read letters and words. Teachers also adapt text with the use of symbols so that pupils can develop the skills needed for reading. By age 14 the most able pupils can read pieces of simple text fluently as well as all the words on the appropriate National Literacy Strategy list.
49. Achievement in writing does not match achievement in speaking, listening and reading. Pupils show sound achievement in writing by colouring in within lines, writing over an adult's model and copying letters and words. However, pupils' development in writing is restricted by a narrow range of reasons for writing and by repetitive tasks.
50. The assessment of pupils' work is good. The information gained is used very well to plan future work so that pupils can build on their skills. The teachers know their pupils well and make good use of the learning targets in the pupils' Individual Education Plans to plan lessons and activities. Learning support workers make a significant contribution to the progress made by pupils by assisting individuals to play a full part in the lesson. The very good relationships between teachers, learning support workers and pupils enable pupils to become confident learners. These very good relationships are supported by effective behaviour management systems, which result in well-ordered lessons where pupils want to learn. The school currently accredits pupils through the National Skills Profile and the Accreditation for Life and Living scheme. However, the good achievement of some pupils is not reflected in more challenging public accreditation.

51. The subject is well led and managed. The co-ordinator is knowledgeable and enthusiastic. However, she has had insufficient time for monitoring teaching and in consequence has not been able to implement some good ideas for raising achievement. Improvement in English is good since the last inspection. Achievement, teachers' planning and assessment are all improved.

Language and literacy across the curriculum

52. In many subjects, such as mathematics science, geography, history, PSHE and citizenship, there are many good opportunities for pupils to use and practise the skills they learn in English, particularly in speaking and listening, communication and reading. This contributes very well to pupils' overall achievement. There are also many good opportunities for communication skills to be practised throughout the school day, including breaks and lunchtimes. However, there are too few opportunities for pupils to practise their emerging writing skills in other lessons and the use of signs and symbols is inconsistent.

French

53. Two lessons of French were inspected, the teachers were interviewed and records scrutinised. In the lessons seen pupils showed a very good use and knowledge of French words and phrases. The fact that lessons are conducted largely in French means that pupils are confident in using the language; they greeted the inspector with good accents and accurate expressions. During some excellent role play they called out 'Entrez', introduced themselves with 'Je m'appelle' and said to their visitor, 'Assied toi'. There is no co-ordinator, but the two teachers involved liaise closely and effectively to produce relevant and successful resources and plans. The pupils have a good knowledge of France, naming the Eiffel Tower and Paris for example. This demonstrates the strong contribution of French to pupils' multi-cultural development. No French is taught to the two Year 9 pupils in the oldest class. In consequence, statutory requirements for the teaching of a modern foreign language at Key Stage 3 are not fully met.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- All pupils enjoy mathematics and, as a result, achieve well within lessons and over time.
- Lessons are consistently well planned and structured, meaning that teaching and learning time are maximised.
- Teaching is good overall with very good teamwork between staff.
- There are insufficient opportunities for accreditation for the most able pupils.
- Mathematics is well led and managed, showing good development since the last inspection.
- Not enough subject observation takes place to ensure that all teaching matches the best.

Commentary

54. Achievement in mathematics is good. This is a subject that all pupils enjoy and participate well in. Pupils with more complex learning difficulties show good achievement throughout the school, as they begin to recognise and join in with sequencing songs such as 'One, two, three, four, five', etc. They know that there is a sequence to the day and the

week, through timetable symbols, and they experience the practical aspects of shopping and sharing out biscuits and drinks at refreshment time. As the result of consistent and interesting activities they make small, but clear, achievements within each lesson and all progress well over time. Higher-attaining pupils achieve well. By the age of eleven, they are secure in counting and working out number bonds to 20. They have a clear understanding of terms such as 'more', 'less', 'equals', and 'analogue' and 'digital' with regard to clocks. At fourteen they show good achievement in a range of mathematical skills including number work, shape and money. By sixteen, they recognise a wide range of two- and three- dimensional shapes, confidently use money in the supermarket, and clearly understand days of the week and months of the year.

55. Teaching is consistently good and often very good. Lessons are all well planned with a clear introduction, relevant group activities and a useful discussion at the end to reinforce what has been learnt. This, together with the very good teamwork between teachers and learning support workers, means that time is used well. Every adult knows what is expected for each pupil and this, together with very good communication during the lessons, ensures that the most is made of all learning opportunities. The very good lessons are characterised by pace, humour, good matching of tasks to individual pupils and very good teamwork between all adults within the classroom. Games, mental mathematics and songs are used effectively to reinforce number, shape and measurement skills. Thus, in one very good lesson for the oldest pupils, the teacher and assistants started with a fast paced, clear discussion of days of the week, then to reciting days in reverse order, a good indication of mental flexibility. Each pupil then carried out well-matched tasks relating to digital and analogue clocks, with very good back up from a life skills program on the computer. Pupils of all abilities were challenged and all enjoyed the process. In some mathematics lessons the pace is not always quick enough to maintain the full interest of all pupils and time is wasted by asking every pupil to respond; and learning support workers are not used efficiently to work in parallel with the teacher.
56. The subject is successful because it is now well led and managed. There has been good progress since the last inspection when teaching and pupils' achievement were satisfactory. The coordinator has a strong finger on the pulse of mathematics, with a good scheme of work, linked effectively to good assessment. However, some useful monitoring of teaching has been curtailed in recent months and no longer ensures that classroom practice is improved further. There is some very effective planning for future development, which identifies the need for an improved sensory curriculum and more appropriate computer software. Accreditation is good for the majority but does not allow the most able pupils to show how well they have achieved when they leave school.

Mathematics across the curriculum

57. While not formally planned as part of the teaching of other subjects, mathematics skills are practised in many of them. Thus sequencing the days of the week and looking at daily timetables are regular activities for all classes. Within science, music and PE, there is good use of simple number sequences and good linkages are developing between mathematics and ICT in the use, for example, of data collection and graphs relating to eye colour and favourite foods. This use of mathematics across the curriculum is not sufficiently well planned to make maximum use of opportunities in other lessons.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in science especially in the Statutory Assessment Tasks in Year 9.
- The quality of teaching is good in all age groups and very good for pupils aged 11 to 14.
- The school provides a broad and balanced curriculum despite the shortcomings of having no science laboratory.
- Assessment is used well to build on learning from one lesson to the next but does not provide a clear idea of how well each pupil is doing over time.
- Subject monitoring is insufficient to identify effectively where improvements are needed.
- There is no suitable accreditation in science to allow pupils to demonstrate their learning when they leave school.

Commentary

58. Pupils achieve well throughout the school in science. In the lessons seen achievement was always good and very good for pupils aged 11 to 14 years. In one lesson pupils in this age group showed a keen interest in learning about reproduction and could easily name different parts of the female body and foetus. Younger pupils aged seven were enthusiastic in describing the quarry they had visited and knew very well where the limestone they were studying came from. By the time they leave school the older pupils discuss sensitive topics maturely, showing empathy with a mother giving birth, for example, and can follow directions on how to plant and weed a flowerbed. This represents good improvement since the last inspection.
59. The quality of teaching is at least good and is particularly good for pupils aged 11 to 14. Teachers show good knowledge of their subject and use visits, models, objects and computers well to bring the subject alive. Learning support workers use their substantial knowledge of the pupils to help them find out information from books and computers very well. The clear planning linked to individual pupils' needs ensures that each pupil can learn at his or her, own pace.
60. Leadership and management of science are satisfactory, with consistent, effective whole-school systems for planning. The very small number of pupils and teachers makes communication in the subject effective. However, there are limitations in monitoring teaching and assessing pupils' work. There are no levels of achievement regularly recorded for pupils, for example. Assessment does not provide enough information to ensure that pupils do as well as they can, or to drive improvement, which is unsatisfactory, particularly for a core subject. The pupils' work shows a wide range of suitable experiences, and topics are adapted to be appropriate to each pupil's level of understanding. This overcomes the lack of a science laboratory to some extent, although experiments for the older pupils lack the challenge that better facilities would bring. The lack of suitable accreditation for pupils to show what they have achieved in science is also unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils enjoy using computers. They develop confidence and make good progress as a result.
- Standards of teaching are good, which enables pupils to develop skills across the full ICT curriculum.

- ICT is well led and managed, giving all staff the confidence to use and integrate it into classroom work.
- There are not enough computers and linked devices to provide all pupils with adequate independent access during lessons.
- ICT is used well in many subject areas, but not all.

Commentary

61. Pupils enjoy using computers and achieve well throughout the school as a result. By the age of 11, higher-attaining pupils are really confident in the use of the mouse and keyboard and move well within the software they use. Pupils with more complex difficulties develop good use of touch screens and switches. From the age of 11 to 16 years pupils develop increasingly good skills in using the Internet. A very good Year 9 geography lesson, for example, saw pupils finding, downloading and printing pictures of India as part of their Asia module. Another older pupil, with significant autistic spectrum disorder, showed considerable aptitude in downloading a picture and then providing a caption.
62. Teaching is good and is pitched at a range of levels according to individual needs. Thus, in a good English lesson for pupils aged five to seven years, two pupils with complex difficulties were working with an interactive whiteboard. This allowed the pupils very positive feedback when they used their switches and made images appear on the screen with movement and music that encouraged both pupils to continue. Similarly, in a very good mathematics lesson for pupils aged seven to 11 years, every pupil had the opportunity to work with programs that challenged them. The learning support workers were sufficiently skilled to ask the right questions and leave pupils to make their own decisions. Resources are well organised and

related to other work being done. As an example, pupils in the oldest class used pictures of rubbish they had photographed at Tesco's using a digital camera. The photos were cut and pasted and captions written as part of an environmental module within their accreditation course.

63. ICT is well led and managed, giving all staff the confidence to use the technology and integrate it into classroom work. The co-ordinator has worked hard and productively to update the hardware, search out good, relevant programs and investigate possible aids for pupils with the most complex difficulties. She has produced a good scheme of work and linked this to assessment opportunities, which she has had little time recently to monitor. There are not enough computers, however, to provide all pupils with adequate independent access during lessons. Similarly, ongoing work to ensure that pupils with the most serious learning difficulties are provided with the most effective communication aids is not yet fully developed.

Information and communication technology across the curriculum

64. Good use was made of computers in many lessons. In English there was particularly good development of word processing skills, while in mathematics, good software was used to support and enhance skills in data collection, computation and the social use of money and time. There is increasingly effective use of the Internet and good work was

seen in geography, science, religious education and history. A good start to using ICT has been made in most subjects but there is not yet sufficient training and planning for full implementation of the school's intentions.

HUMANITIES

History and geography were sampled, with only one lesson in geography being observed. There is insufficient evidence for overall judgements of pupils' achievement in these subjects. Religious education is reported in full: two lessons were observed. In all humanities subjects pupils' work was scrutinised and staff and pupils interviewed.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and the quality of learning are consistently good.
- Lessons build well on prior learning and have a strong spiritual dimension.
- Religious education gives pupils a broad understanding of the faiths of others.
- The subject is well monitored, planned, led and managed.

Commentary

65. Pupils achieve well in religious education. This is evident for pupils in all age groups. The youngest pupils, for example, learn how to share with their friends and help others. As they grow older they can clearly name different places for being quiet and thinking about God, such as a church or mosque. By the age of 14 pupils begin to understand different faiths well, for example how marriage differs and how symbols such as a ring can show love and commitment. By the time they leave school the older pupils show good progress in their study of Buddhism and religious art.
66. Good qualities in teaching include a wide range of resources, photographs, objects and visits to make the subject real. This helps pupils to remember, much more clearly, what they have learned. Some teaching is very good. The lessons are very well planned and have a very strong spiritual dimension, which helps pupils to respect and understand the deeper meanings of faith. Pupils in the oldest class were able to explain the significance of a circle having no beginning or end, for example.
67. The leadership and management of the subject are good, with effective monitoring that has enabled the co-ordinator to identify what needs to be improved, as well as supporting teachers with suitable training and resources.
68. No **history** was taught during the inspection. History is well led and planned and provides an interesting and balanced curriculum for the pupils, contributing well to their cultural understanding. Pupils aged 11 to 14 have produced some lovely work on the Elizabethans, for example. However, the two youngest pupils in the oldest class do not receive as much history as others in their age group, which slows their achievement. The

co-ordinator monitors the work in the school, helping colleagues well with ideas and resources, but lacks an overview of the quality of teaching. The recording system helps teachers to plan for pupils' different needs, but is not sufficiently clear in showing how much progress individual pupils make.

69. There is every indication that **geography** is well taught and that pupils learn about a wide variety of interesting topics, countries and lifestyles. In the lesson seen about India, pupils showed very good knowledge about the heat, the rainy season and the limited water supply. They were fascinated to know that elephants and cows walked in the roads. Good subject leadership has ensured that geography has improved well since the last inspection with better and more appropriate resources. There are, for instance, links with an Indian village and visitors have been to talk to the pupils about their work there. Subject planning is monitored regularly to keep the quality high, and pupils' achievements are recorded so that teachers can build upon them. However, there is no way for the school to know where teaching should be improved or just how much progress pupils have made over time and this is a weakness.

TECHNOLOGY

70. Insufficient lessons were seen in **design and technology** to make an overall judgement about the quality of provision. Scrutiny of pupils' work shows that pupils can design, make and evaluate their models and other practical work. In one lesson for 12–14-year-olds the pupils were working well, testing the efficiency of the torches they had made by measuring the length of the light beams the torches projected. Scrutiny of planning and teachers' records shows there is a wide range of activities undertaken, which includes producing food, working with textiles and creating objects from wood. However, because accommodation for the subject is unsatisfactory the work using resistant materials and the opportunities for food technology are limited and this restricts the breath of pupils' opportunities for learning.

VISUAL AND PERFORMING ARTS

71. No art lessons were seen in **art and design** during the inspection. However, work and records were inspected, which gave a clear picture of how art has developed and improved well. Pupils experience a rich art curriculum and their work reflects the many stimuli they receive. It is clear from photographic evidence and staff and pupils' comments that art is an activity that all pupils enjoy. There is a good scheme of work up to the age of fourteen and a new one is being planned for pupils aged fourteen to sixteen. Good use is made of artists and their work to inspire pupils. There are many opportunities for pupils to see works of art, for example in Gloucester Cathedral, Quennington and at the local 'Brewery Arts' centre. Pupils also have the opportunity to meet and work with artists in school. The school is particularly strong in its use of classical and modern artists' work as stimuli. Thus, Monet, Turner, Holbein, Anthony Gormley, Van Gogh, Mondrian and French cave paintings have all been

used to stimulate good work from pupils of all ages. A second strength is the use of art across the curriculum. From portraits and button designs in Tudor history to collage and paintings as part of a rainforest project, staff and pupils draw on art as a very important and popular strand of curriculum development.

72. No **music** lessons were taught during the inspection but work and records were sampled and the co-ordinator was interviewed. These indicate that the subject contributes substantially to the life of the school, particularly towards pupils' cultural development. Photographic evidence shows a wide range of exciting opportunities for performing and playing musical instruments. There are frequent visitors and visits; an early harpsichord was brought to the school in Spring 2003 and a singing group 'Cantabile' visited in May this year. Pupils from other schools come to play instruments for Paternoster pupils. Last year, when pupils attended an organ recital, the organist showed them how the organ worked. The subject is linked very well to National Curriculum requirements and planning ensures that work is adapted to suit individual needs. Work is not assessed by National Curriculum levels, but there is plenty of video evidence to show how well pupils achieve. Leadership and management are very strong and planning ensures a very good level of cross-curricular links with geography, history, personal, social and health education and religious education, including assemblies. Very good quality resources, music therapy and high quality knowledge support the strong influence of music in the school. This represents a very good improvement since the last inspection.
73. No overall judgement is made about **physical education**, because only one lesson was observed during the inspection. Pupils' work, records and teachers' planning indicate that provision is strong. Achievement in swimming is good. The one swimming lesson seen was well taught with the headteacher, two other teachers, learning support workers and leisure centre staff combining to provide skilled advice. Subject files show that lessons are well planned and well focused on individual needs. Pupils with complex difficulties receive a similar quality of support through the use of the school's hydrotherapy pool. Records show that pupils make good progress in swimming and the school endeavours to ensure that all pupils leave being able to swim, some with a high degree of proficiency.
74. The subject is well led and shows good improvement since the last inspection. The school makes very good use of outside expertise and facilities to compensate for its own accommodation, which is unsatisfactory for physical education. The hall is too small to reasonably be used for the range of physical education activities necessary. This means that the physical education curriculum is severely limited on-site and pupils' achievement curtailed. However, the school manages to provide a full curriculum, including dance, by imaginatively drawing on skilled sports coaches for subjects such as tennis, rugby and cricket and using local facilities such as the leisure centre for swimming. There have been a number of instances where pupils have benefited from work or regular placements in local schools and colleges.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The curriculum for personal, social and health education and citizenship is very well organised and contributes well to pupils' social maturity and personal development.
- The quality of teaching is of a high standard.
- Personal, social and health education and citizenship are very well integrated throughout the day.
- Pupils have limited opportunities to show their achievements through accreditation.

Commentary

75. Pupils achieve very well because they receive frequent opportunities across the school day to extend their personal skills. Teachers know their pupils very well and use high quality Individual Education Plan targets to guide pupils' learning. One pupil's target was "to work cooperatively with another student" and she was given the chance to work with another pupil whose target was "to prepare drinks for the class with verbal prompts". Another pupil was given the task of taking messages and he was expected to answer the class telephone.
76. Lessons in Citizenship enable the pupils to learn to behave responsibly towards others both in their family and the community. The frequent visits into the local community help pupils understand the part they play as citizens. Preparation for entering the world of work is thorough and gives the pupils a wide variety of learning experiences both within and away from school.
77. The personal, social, citizenship and health education curriculum is very well planned to ensure that pupils can build systematically on their knowledge and skills. There is, however, limited opportunity for pupils to show their achievements through external accreditation. There has been good progress since the last inspection when achievement was judged to be good.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

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