

INSPECTION REPORT

BLACKMARSTON SCHOOL

Hereford

LEA area: Herefordshire

Unique reference number: 117052

Headteacher: Mrs S. Bailey

Lead inspector: Mrs F. D. Gander

Dates of inspection: 9th -12th February 2004

Inspection number: 264016

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:	2-11
Gender of pupils:	Mixed
Number on roll:	47
School address:	Honddu Close Hereford
Postcode:	HR2 7NX
Telephone number:	01432 272376
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Appropriate authority:	Governing body
Name of chair of governors:	Lady Fiona Mynors
Date of previous inspection:	June 1997

CHARACTERISTICS OF THE SCHOOL

This is a special school for forty children with severe learning difficulties between the ages of three and eleven. At present, forty-seven pupils are on roll, including a few children who attend the nursery part-time. All pupils have a statement of special educational need. Less than half the pupils have severe learning difficulties, and the majority have profound and multiple learning difficulties or autism. A few of the older pupils also have social, emotional and behavioural difficulties. The attainment levels of pupils when they enter the school are very low in relation to those expected for pupils of a similar age. There are no pupils from traveller, refugee, asylum seeker families, and almost all pupils are from white British backgrounds. The percentage of pupils who are entitled to free school meals is below that found in similar schools. The socio-economic background of the pupils varies and overall it is average. Pupils are admitted to the school at any time of the school year, and more pupils are admitted to the school in a year than leave it.

The school has links with the local Child Development Unit where it supports seven pre-school children. The school was part of an Education Action Zone, has inclusion initiatives with ten mainstream primary schools, and is part of the Herefordshire Excellence Cluster. It is a Healthy School and has 'Investors in People' Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21265	Mrs F.D. Gander	Lead inspector	Science, information and communication technology, art and design, design and technology, physical education, special educational needs. Foundation Stage
32692	Mr N. Mayfield	Lay inspector	
11239	Mrs S. Flockton	Team inspector	English, mathematics, history, geography, music, religious education, personal, social and health education, English as an additional language.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. Pupils, in relation to their previous learning, achieve well. This is because their needs are very well identified, relevant targets are set and because teaching is good. The curriculum at each stage of education is very relevant. The level of care and welfare is extremely well organised and supports the needs of all pupils. The school has a very good ethos for learning, and ensures that all pupils have the maximum opportunities to make progress. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school is very well led and managed by the headteacher and the senior management team.
- All pupils achieve well, especially in communication and personal development.
- The children in the Early Years and Foundation Stage are provided with a very good start to education, and the needs of autistic pupils in the newly established class are met very well
- The curriculum is very relevant for all pupils, and is well taught by teachers with a high level of expertise.
- Very good links have been forged with parents, other schools, and the community.
- Subject leaders do not manage their subjects well enough to provide them with an overview of the quality of the provision.
- There is insufficient recording of the progress that pupils make in some subjects of the curriculum.
- Some of the classes have too many pupils in them for the needs and difficulties of the pupils and the space available, and there are some safety issues arising from the combination of a soft play room within a storage area.

The key issue from the last inspection has been addressed, and the school is now much more effective than it was at that time. The curriculum is better, assessment, and the targets in pupils' individual educational plans are improved. There are more effective links with mainstream schools under the inclusion programme. The level of support for medical needs and for communication is much better. The school has risen well to the challenge of meeting the greater needs of pupils.

STANDARDS ACHIEVED

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

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

Overall, in relation to their different attainment levels and their prior learning pupils across the school achieve well. They achieve particularly well in improving their communication. Pupils with additional special educational needs, such as autism, or sensory difficulties achieve very well due to the well organised learning environment or the high levels of support. Children in the Early Years and Foundation Stage achieve very well due to very good teaching and teamwork.

Pupils' attitudes, values, behaviour, and personal development are very good and reflect the ethos and principles of the school well. Spiritual, moral, social, and cultural, and especially multi-cultural, development of all pupils is good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good, and there are examples of very good teaching in most subjects and in the foundation stage. However, there is some inconsistency in the quality of teaching and learning in the class where two teachers share the responsibility. Assessment is satisfactory, but good in English and mathematics. The curriculum is very good and meets all statutory requirements. It has been well designed to meet the very wide range of needs of the pupils. It is enriched with a good range of additional opportunities. The accommodation is satisfactory, but some classrooms are not large enough for the number of pupils in them. The school provides good care, support, advice and guidance.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good and as result the school has continued to develop and improve. There is very good support and management by the senior management team and from the very professional body of governors who have seen to it that the school's statutory obligations are met. However, management by subject leaders is weak.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents think the school is very good. They have high regard for the headteacher and the care and commitment of all staff. The majority of parents stated that their children like coming to school, that they felt supported and helped by staff to overcome their difficulties.

IMPROVEMENTS NEEDED

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

- To improve the quality of management of subjects by co-ordinators, and especially for science.
- To assess pupils' progress in foundation subjects and religious education and record it using performance levels.
- To review the use of accommodation, especially with regard to the dual use of a room for soft play and storage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, pupils achieve well. Pupils with additional special educational needs achieve very well due to the well organised learning environment or the high levels of support. The progress of pupils make in personal development is very good.

Main strengths and weaknesses

- Children in the Early Years and the Foundation Stage achieve very well.
- Pupils with additional special educational needs make very good progress.
- The pupils make very good progress against the targets set in the Individual Educational Plans.
- It is difficult to accurately track the progress pupils make in foundation subjects and religious education.

Commentary

1. The achievement of pupils is good because of the overall quality of teaching and learning. This particularly evident in the Early Years/Foundation Stage class, and in the class for autistic pupils where the quality of teaching, planning, organisation of the room and the activities and subsequent learning are very good. In addition, pupils who have additional personal and learning needs also achieve very well in relation to their prior learning. The achievements of sensory impaired pupils are as good as they can be, because they are provided with high levels of dedicated support by their learning support workers. The needs of the pupils with profound and multiple learning difficulties are very well met because the teachers give thought and care to finding imaginative and practical solutions to the challenges. There is a consistent use of signing and symbols, which helps pupils with more complex needs understand language. The school is aware of any time lost from lessons to undertake care procedures, and well trained staff provide personal care in an unobtrusive and effective way, so that any medical support takes place within the learning environment. Practical solutions for visually impaired pupils include mobility training, or the use of a member of staff as an intervener, so that these pupils too achieve well.

2. Pupils achieve well because of the support given to them and the teachers by well constructed Individual Educational Plans (IEPs) which contain pupils' priority targets. These are not specifically for the curriculum, but are very specific for each pupil in different areas of their learning, or behaviour or personal development. The targets relate well to the overall aims identified in the Statement of special educational need. Of particular importance is the inclusion of one target for each pupil, which is the focus of continual observation, assessment and recording. The IEPs are of a simple format, easy to read, and are readily available in most lessons. Because of this learning support assistants play an active role in ensuring that these targets have a high priority in day-to-day learning of pupils. The very good quality of the pupils' targets in the IEPs also ensures that the school can track and evaluate pupils' progress against their priority needs, and in personal and social development.

3. The school has detailed assessment and tracking in place for English and mathematics and this shows that pupils achieve well in these subjects. From this information it can be seen that some pupils make considerable progress in a short time, but it also shows where pupils are not making enough progress and the school is not meeting all its targets, such as in science for higher attaining pupils. However, the tracking of progress in other subjects is difficult because the school does not record enough information about the small steps of progress made by pupils.

Pupils' attitudes, values and other personal qualities

4. **Pupils' attitudes, behaviour and personal development are very good** because of the very good provision for their personal development and the very good relationships they have with adults. Provision for pupils' spiritual, moral, social and cultural development is very good overall. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils enjoy coming to school and have very good attitudes to their work and other activities.
- They behave well and form very good relationships with staff and, where possible, with each other.
- Pupils' social and moral development is very good, while their spiritual and cultural awareness is good.

Commentary

5. Pupils arrive at school ready to participate in all the activities on offer. They generally settle well into the school day, helped by well organised greeting sessions, which indicate that the school day is beginning. In relation to their specific needs, they show good levels of concentration on different tasks and respond enthusiastically to many activities. They listen carefully to instructions, work hard, and take pride in their achievements.

6. Some pupils enter the school with behavioural difficulties, but their behaviour improves as they move through the school. Much effort has been put into working out how best to deal with pupils with autistic spectrum disorder and teachers and support staff deal skilfully with situations: as a result their behaviour is reasonably controlled and the disruption to other pupils is minimised. Many other pupils contribute to an overall calm atmosphere by ignoring disruptions and continuing to work. No pupils have been excluded in the past year. Pupils respond well to attention from adults, and try hard with the tasks they are given. They respond well to humour and enjoy the friendly, welcoming atmosphere in the school. They show sensitivity and care for one another. For example, one pupil stopped the task he was doing to assist a pupil with more complex needs to complete a collage. Those who can, cope well with responsibilities such as taking registers to the office or messages to staff and pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	11.9	School data	0.3

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

7. Pupils make very good progress in their personal development as a result of the school's very positive ethos and the provision that is made for their spiritual, moral, social and cultural development. Their spiritual development is well promoted through assemblies which include a prayer or time for reflection, and which also enhance pupils' self esteem by encouraging their participation and awarding stars for good work and behaviour. All pupils are treated with dignity and respect and staff work to enhance their self worth. The school is taking part in a Values Education project, and links are made between this and assemblies.

8. Their moral development is very good. They learn that there are rules for being together as a community. Those with more challenging behaviours begin to take control of their behaviour and to understand that their actions might have an impact on others. Many opportunities for social and cultural development are provided by a wide range of visits outside the school and by welcoming visitors to the school. For those who are spending some time in mainstream schools, mixing with

their mainstream peers enhances their social development. Pupils are encouraged to think of others when they take part in fund raising for Comic Relief and Red Nose Day.

9. A variety of activities such as music, dance and drama help pupils' cultural development, and activities such as those in multicultural week when each class becomes a different country, help pupils to understand some of the different cultures in the world. This understanding is also helped when pupils learn about different religions and the ways in which these affect the lives of people of different faiths. While such activities provide some support for multicultural development, more consistent use of images in display and in books would further enhance this understanding

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

10. **The quality of the educational provision is good.** The school provides a very broad and relevant curriculum. It has been well designed to meet the very wide range of needs of the pupils. It is enriched with a good range of additional opportunities. The quality of teaching and learning is good overall. Assessment is satisfactory overall. The amount of accommodation that the school has available to teach the curriculum is satisfactory, but some classrooms are not large enough for the number of pupils in them. The amount of resources for the curriculum is satisfactory. The school provides good care, support, advice and guidance. The school has a very good partnership with parents and the wider community.

Teaching and learning

11. **Teaching and learning is good overall**, and there are examples of very good teaching in most classes. However, the quality of teaching differs in the class where two teachers share the role. Assessment is good in English and mathematics, and satisfactory in other subjects.

Main strengths and weaknesses

- There is a high percentage of very good teaching and learning across the school, and especially in the Early Years/Foundation Stage, and in the class for pupils with autism.
- There is a variation in the quality of teaching in the class where two teachers share it.
- There are too many pupils in the oldest class in relation to their needs and this undermines the potentially good learning.
- Assessment in foundation subjects and religious education is not regularly carried out and recorded.

Commentary

12. High quality teaching is evident across the school but is more prevalent in the Early Years/Foundation class, and in the newly formed class for pupils with Autism. Both the teachers, who have responsibility for these classes are well qualified and experienced in teaching children with specific needs. In the class for the youngest pupils the planning is extremely detailed and well thought out so that there is a good balance between formal and informal learning, and independent or supported learning and group work. Careful account is taken of how long pupils can concentrate and individual pupils' targets are at the heart of planning in all lessons. The organisation of each session is extremely well thought out and communicated to the team who work in the class. Teamwork is very good with learning support assistants moving between pupils, changing roles and the pupils they are supporting. This leads to all pupils being included at all times at an appropriate level. Of particular high quality is the quality of the assessment, which takes place at the end of each session when observations and evaluations of learning and progress towards targets are recorded in each pupil's book. The teacher uses this information very well in setting the next targets for learning.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	7	3	0	0	0

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

13. The quality of teaching and learning are adversely affected when classrooms are not large enough to cope with the number of pupils in the school and also the amount of resources that are needed, both for learning and for personal care. Teachers have to take time to reorganise pupils and their equipment and this slows down the pace of the lessons. Computers cannot be arranged so pupils can be positioned close enough to them. In addition there are too many pupils for the size of the room in Year 6. This class has 11 pupils in it, and there is a very wide range of needs. The combination of these two factors sometimes undermines the potential good teaching because the teacher and the assistant have to stop the activities to address the needs. There are no small areas within the classroom where LSAs can take distressed pupils while they calm down.

14. The rates of learning and engagement of all pupils in activities differs in the class where two teachers share the job. While not unsatisfactory, there are differences in the expertise of these teachers especially in addressing the needs of the pupils with profound learning difficulties. In some lessons, the attention that these pupils get from one teacher is minimal, and their learning is overseen by LSAs. However, when the other teacher teaches them, the teacher makes sure that all are included fully in all activities and uses a range of different communication techniques and strategies so they understand what is expected of them and make sense of the learning opportunities. This situation means that some pupils achieve better in the lessons where the teaching is better, and this affects the overall progress they make and affects equal opportunities in this class.

15. Assessment, while satisfactory overall, is good in English, mathematics and science. However, it is not as good in for the foundation subjects and for religious education. While teachers do informally assess pupils in the other subjects at the end of each year and report the levels the pupils have achieved in the reports, the assessment is not firmly based on a tracking and recording of the small steps of progress that pupils make. The school has recognised this and in the early stages of using a new commercial tracking system.

The curriculum

16. The curriculum is very good and meets the needs of all pupils. The school provides good opportunities for enrichment during the school day. The amount of accommodation that the school has available to teach the curriculum is satisfactory overall, but is restrictive. The provision of resources to support the curriculum is satisfactory.

Main strengths and weaknesses

- The curriculum is broad, balanced and very relevant to the pupils, and meets the needs of a changing school population very well.
- Pupils with different special educational needs are well provided for.
- Staff are well qualified and experienced to meet the needs of pupils.
- Involvement of other professionals adds to the range of opportunities
- Visits out of school, and visitors to the school enrich the curriculum well, but the school does not organise extra-curricular activities or residential visits.
- While accommodation is satisfactory overall, some rooms are too small for the number of pupils in them.

Commentary

17. Since the last inspection, the needs of many of the pupils entering the school have changed, and there is now a significant number of pupils with more complex needs, including autistic spectrum disorder and profound and multiple learning difficulties. The curriculum provides all pupils with appropriate learning opportunities that cover all subjects of the National Curriculum and religious education. There is particular emphasis on the development of communication and language skills, together with numeracy and personal, social and health education. The way in which subjects are planned is now very useful, identifying the aims for pupils of differing abilities. The English and mathematics curriculum, now based on the national strategies, are very appropriate for the pupils. Pupils with different special educational needs have equal access to all aspects of the curriculum. The school provides well for pupils with communication difficulties, including those with autistic spectrum disorder, by approaches using signing and symbols and objects of reference. The pupils with more complex needs and sensory impairments are catered for well, because they are in mixed ability classes, thus receiving increased stimulation through communication and social development.

18. Well-qualified and experienced teachers and LSAs work closely with other professionals to meet the needs of pupils and help them to access the curriculum. The school has recently employed a communication teacher who is providing very good support for the development of pupils' language and social skills. Therapists visit regularly, and physiotherapy, in particular, is woven into the school day for those who require it. Weekly visits from a teacher from the sensory support service are well used to increase access for pupils with sensory impairments.

19. Within the school day there is a wide range of opportunities for pupils to go out on visits, which both enrich the curriculum and develop their personal skills. Visits which link to different subjects, for example, to local churches and the cathedral in religious education, help to develop pupils' understanding of subjects, while visits, for example, to local shops, give pupils opportunities to communicate with different adults and to develop their social skills. The school has many visitors who add to pupils' opportunities, for example, visiting artists and musicians who involve pupils in a variety of activities. However, the provision of lunchtime clubs could be increased, as well as offering residential experiences for older pupils. These would further enhance pupils' personal development.

20. The accommodation in the school is generally satisfactory. However, some of the classrooms are relatively small in relation to the numbers of pupils now in the classrooms. This restricts movement around the class, and makes access to some parts of the room and to equipment difficult. This, therefore, makes access to some aspects of the curriculum difficult. This is particularly the case in the class for ASD pupils where individual workstations are needed, and in classes where several pupils are in wheelchairs. Access to the soft play area is unsafe, because of overhead storage areas, and this again restricts access to an important part of the curriculum.

Care, guidance and support

21. Procedures to ensure the care, welfare, health and safety of the pupils are **good**. Achievement and personal development are satisfactorily monitored. The involvement of pupils in the work of the school and its development is **satisfactory**.

Main strengths and weaknesses

- The care and support provided by the staff at this school is very good.
- The procedures to ensure the safety and welfare of pupils are good but monitoring could be improved.
- The induction of new pupils into the school is very good.
- The monitoring and evaluation of pupils' academic progress in some subjects is satisfactory but could be improved.

Commentary

22. The care of pupils demonstrated by all members of staff is apparent in every aspect of school life. Pupils' needs are considered as of the utmost importance from the moment they are collected by approved escorts to their return home. The difficulties with the transportation of pupils to and from school raised in the previous report have been dealt with well, and pupils now arrive on time for their first session. The pupils indicate that they feel happy and secure in school and this is reflected in their eagerness to attend school and the joy some show on arrival. Careful listening assesses pupils' views and their needs are included in comprehensive IEP's. A recent pupils' questionnaire, completed with the help of parents, showed that all pupils were happy at school.

23. The necessary procedures for assessing risk and recording accidents to both staff and pupils are all in place. However, the senior management team is rightly aware that better use could be made of analysis of information gathered and that the records could be kept in better order. The good communication between staff, along with the very good ethos of care that pervades the school contributes to a record of relatively few accidents. Most are minor and relate to isolated incidents of misbehaviour connected with pupils' special educational needs. The school behaviour policy addresses this and works well. The school demonstrates a clear commitment to involving outside visitors from the community, such as the community police officer.

24. Induction processes are very good particularly to the Early Years and the Foundation Stage, with most children starting school on a part time basis, and the number of sessions increasing appropriately. This sensitive settling in approach contributes to the marked progress the children make soon after joining the school.

25. As the needs of the pupils have increased and become more complex the school has acquired more wheelchairs and standing frames. Because of the lack of storage space in the school design, much of this equipment is now stored in corridors, in corners of classrooms, and in an outside container making it readily inaccessible. The soft play area, highly valued for pupils with autism, is housed unacceptably in an overburdened storage area, and is not appropriate or safe for children.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very satisfied with the way in which the school includes and informs them.
- The provision for pupils to be included in mainstream schooling is very good.
- The links with the wider community are extensive.

Commentary

27. Parents show a very high level of satisfaction with the school and especially with the leadership provided by the headteacher and senior staff. The involvement of parents in all aspects of school life is considerable. There is a very active Parent/Teacher/Friends Association that meets regularly and raises funds. This has recently helped alleviate the acute shortage of space by funding the refurbishment of the Atrium into a bright and colourful play area. The school has an open door policy for parents who are invited to assemblies and coffee mornings. The school delights parents by phoning to tell of their child's achievements. The majority of parents responded to the recent questionnaire, and were overwhelmingly supportive of the school. They acknowledge that the school deals well with the occasional behaviour problems of a few pupils. Newsletters are sent fortnightly and the school /home diary system ensures a daily dialogue between parents and teachers.

28. The school has established many links with other schools in order to provide pupils with educational experiences and opportunities. Twenty-one pupils spend part of their time in a total of ten mainstream schools. These opportunities are well organised, and after some difficulties concerning

sharing information about pupils' progress, the school has established an effective system for communicating this information. This allows pupils to feel well supported, settle in quickly to their new experiences and the receiving schools to feel confident in meeting pupils' needs. Pupils thrive in this challenging environment. Pupils are welcomed in these schools and every effort is made to treat them equally. In recent years, as pupils have transferred into mainstream secondary education, the school has improved its arrangements. Moves into secondary education and, both mainstream and into Barrs Court Special Secondary School are very effectively carried out so that pupils and parents feel are supported.

29. The school is a partner in the Herefordshire Excellence Cluster, but as a small school the workload is high for those staff involved in it, and sometimes takes time away from managing the school. While it provides some benefit for the school in terms of linking with other educational establishments and sharing information, it does not always provide the school with as much financial support as larger schools receive. In recent years the school has established a strong relationship with some of the community who live close to the school. This provides a 'local eye' which is kept on the school, and as a result local people support the school through attendance at the Summer Fayre and Community Days. Organisations, such as Lions, Rotary and major local employers, such as Bulmers, and Sun Valley support the school well and provide additional resources for pupils.

LEADERSHIP AND MANAGEMENT

30. **Governance of the school is good. The leadership of the headteacher is very good** and as result the school has continued to develop and improve. There is very good support and management by the senior management team. However, the management of some subjects by co-ordinators is weak.

Main strengths and weaknesses

- The headteacher and the senior management team are very effective partners in improving the educational provision, but some costly improvements are difficult to achieve.
- Subject coordinators are not fully involved in developing and improving the educational provision of their subject.
- The governance of the school is good, ensures that the very tight finances with which the school works are used to the best advantage, but there is a need for governors to keep a closer check on subject development.

Commentary

31. The head teacher, senior managers, governors and staff have ensured that they have and are managing the situation brought about by increased pupil numbers and their increasingly diverse needs in the best possible way. Careful consideration is continually given to the organisation and structure of classes, keeping in mind the need of the most vulnerable pupils and the need of those with autism. To meet these needs the headteacher has made sure that staff have been recruited with the necessary expertise and experience in teaching children with these needs. These different strategies have been shared with all members of staff, including learning support assistants. The two members of the senior management team teach pupils with very special needs extremely well and are very good examples to other staff. As a result the majority of teachers are able to ensure that all pupils are engaged in learning through the use of different approaches, that they have a range of equipment which helps them to access the activities, and that pupils' many physical and medical needs are supported. The senior managers are beginning to use self-evaluation, in conjunction with the Local Education Authority, and as a result of this evaluation, are very aware of the shortness of space in the school. This is managed to the best possible advantage for pupils' learning and personal development, such as the improved central play area, but some alterations are proving more difficult to achieve because of cost and financial constraints.

32. Each subject is nominally managed by a co-ordinator but the quality and effectiveness of this varies. Literacy and numeracy are managed well, and this can be seen in their comprehensive

development plans, their awareness of the progress different groups of pupils are making, and an overview of the quality of teaching. However, the coordination of science is unsatisfactory, and this is especially unfortunate as it is a core subject within the curriculum. The co-ordinator has a poor attitude to this responsibility, is unaware of what needs to be developed, and does not meet with other teachers to share or discuss future developments. The leadership of other subjects varies in quality. Some have just been taken over by teachers new to the school, while others such as PSHE and religious education are managed effectively. However, the general picture is unsatisfactory: teachers do not observe teaching in their subject, they are not collating all the assessment information so have to have a clear idea of how well pupils are achieving, and do not share with governors the developments needed. Some co-ordinators do not 'own' their subject development plans or are aware of the spending needed to achieve it.

33. Governors responded well to the findings of the last inspection. Since then new governors have been recruited who have a wide range of expertise including accountancy, business management, and education. They take a keen interest in the school and are particularly well informed about its strengths and weaknesses, financial planning, and how changes both nationally and locally are impacting on their long-term vision for the school. Governors give their unreserved support for the decisions being made by the headteacher, work effectively with the headteacher in setting whole school targets, and formulating the school improvement plans. However, they have less of an understanding of the developments that have taken place or are needed to improve the curriculum, as they do not yet invite members of the teaching staff to attend governors' meetings and talk about their work and responsibilities. The governors have been very fortunate in having an accountant who has been a governor and who has professional expertise and knowledge of financial matters. Therefore financial reports, in order to ensure that all members of all committees have a clear understanding concerning all finances and dealings, are well prepared and presented. This has been particularly necessary, as the school is not financed according to pupils' needs but by numbers of pupils in the school. The school is therefore not well funded in relation to the needs of pupils, and affects the purchase of equipment, such as communication aids, or the support for pupils who are on inclusion opportunities with other schools. Prudent financial control takes place, but the governors cannot generate enough funds for major building improvements. In the past the hard work of the Parents' Association has funded major projects.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	623231
Total expenditure	630541
Expenditure per pupil	13416

Balances (£)	
Balance from previous year	22992
Balance carried forward to the next year	15682

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. The school has one class for nursery aged and reception aged children who have a range of special educational needs including autism. This provision was only sampled during the inspection, and therefore not all areas of learning were observed or judged. The overall provision for these children is very good.

35. Children are admitted to this class with a variety of previous experiences, but most have attended and had the support of the local Child Development Centre (CDC). The school has established links with this service and works with children, families and therapists. There are currently seven children in the CDC that the school is supporting. As some of these are awaiting places in the foundation class, this provides the school with very good opportunities for them to link with parents, assess pupils, and provide children and families with positive views of the provision.

36. The Foundation Class currently has part and full time children attending, together with a few children who are in Year 1 for which the structure and organisation of this class is more appropriate. This class is taught by one teacher, and the pupils have individual timetables, which includes a variety of therapy. Teaching and learning are consistently very good. The classroom is very well organised so that children can work or play as part of a group or individually. It is appropriately organised around the termly topic, such as 'Seasons'. Although the room is a reasonable size for the number of children in the class, the amount of additional space required for specialised equipment or workstations can make it cramped and sometimes it takes too much time to organise the pupils. For example, there is only room for one computer and it is sometimes difficult to position pupils in wheel chairs close to it because of confined space. The room is not big enough.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

37. Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children make extremely fast progress in settling into the routines of school, working and playing alongside others, developing independence skills,
- The school assesses children very well and sets appropriate targets for individual development.
- All staff ensure that children are working towards their targets, and teamwork within the class is very good.

Commentary

38. Children make extremely fast progress in settling into the routines of school, working and playing alongside others, developing independence skills, and in some situations, showing care and concern for others. Children with difficult behaviour are set clear and well understood targets for improving the behaviour.

39. This is because, when they come into the school, children are assessed very well by the class teacher as well as by a variety of therapist services. This provides a comprehensive profile of children's strengths as well as the difficulties they have. The school uses all this information to set priority targets for each child. These are understood by all the staff who work with the children in various setting, such as, in hydrotherapy, physiotherapy and within the classroom. The social and personal development of the children is seen as utmost importance and the targets in the IEPs are the focus of staff observation and recording throughout the day. Children's responses are recorded in their observation books and form the basis for checking progress and setting new targets. As a

result, staff working with individual children are well aware of the needs of all children in the class and therefore are able to support any child in the class. For example, when one child refuses to co-operate with his support assistant, another takes over without any direction from the teacher, and in doing so does not interrupt the flow of the lesson.

COMMUNICATION, LANGUAGE AND LITERACY

41. Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Very good use is made of a specialist language and communication teacher.
- Staff use a variety of methods to communicate with children, but there are too few communication aids available for use.
- Literacy is taught very well.

Commentary

41. The school places high importance on developing the language and communication skills of pupils from the moment they come into school. With this in mind the school has employed a well qualified language and communication teacher who works with the class teacher on assessing children, identifying their needs, and planning targets. The teacher is used extremely well, within the classroom activities and on an individual basis. The language teacher sees children regularly for short amounts of time, and this appropriately takes place within the classroom setting and does not interfere with the normal running of activities.

42. The children's language and communication needs are met through a variety of methods that have been assessed as the most appropriate for the child. Therefore children's communication is developed through the use of symbols, objects associated with activities, the use of signing, and in a few instances the use of communication aids. The majority of staff use signing very well as part of their communication with children, and as a result some children, who have only been in the class a short time, are already using signing to communicate their needs and when singing with the rest of the class. However, there are some children who could use a communication aid more often but the school does not have sufficient to allow children to have one all the time.

43. There is an appropriate emphasis on the development of literacy and the National Literacy Strategy is incorporated into the daily timetable for the older or higher attaining children. It has been well adapted so that it is relevant to the needs of the children, such as for the development of language and listening skills. The teacher is very skilled in teaching literacy to very young children, many who do not concentrate for long periods of time. Through her very good use of simple clear language, supported by very good signing, and appropriate resources she makes the story come alive for children. Her approach with them is one of suspense, which ensures they are eager to listen, and are very attentive. There are very good links made with the overall topic theme, and therefore with other subjects within the curriculum. This ensures that children's learning is being reinforced throughout the day.

MATHEMATICAL DEVELOPMENT, KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT, and CREATIVE DEVELOPMENT

44. There were insufficient opportunities to observe mathematical development, the provision in knowledge and understanding of the world, physical development, or creative development to judge the overall quality of the provision of these aspects. However, in mathematics there are indications that children are achieving well and developing their awareness of shape, size, order, and number. Staff take every opportunity outside the timetabled mathematics sessions, such as in physical education and swimming, to ensure that they reinforce children's learning and support the overall progress they make. There is good emphasis on science, geography, information and

communication technology, and religious education. The subjects are very much related to the overall current topic, being planned in great detail and with emphasis on how they link with one another. As a result, children increase their knowledge and understanding of the world around them. All staff use ICT well to reinforce pupils' learning in other subjects, such as mathematics, as well as developing their ability to recognise that using a computer can cause changes. Children also have good opportunities to experience learning outside school, especially through the links the school has with another local nursery.

45. All children are timetabled for physical education lessons, which take place with the other pupils from Years 1 and 2. This is an efficient and effective use of time and staffing as it allows for a high number of staff to support children and ensures that the sessions are carried out in safety. Children, in addition to this have personal timetables in which their physical needs are incorporated. These vary for each child with some children needing more emphasis on hydrotherapy or more emphasis on physiotherapy. The school places a priority on children's individual needs and meeting the priority needs at an early stage in their education. These needs are continually reviewed with timetables and plans updated. In order to achieve this pupils are withdrawn for short sessions, but because the planning and organisation is so precise all children come back into the class session and the activity with support. Therefore at no time are they not engaged in learning.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

46. The provision for English is **very good**.

Main strengths and weaknesses

- Pupils make very good progress in developing communication skills
- Teaching is good which enables pupils to make good progress overall.
- Very good support is provided by LSAs but, in a few lessons, there is too much reliance on individual support so that not all pupils are included in whole class activities.
- Management of the subject is very good.

Commentary

47. Because of the emphasis, which is rightly put on the development of communication skills, pupils are enabled to make very good progress in this area. The use of sensory resources, signing and symbols to promote communication for all pupils is very effective, and other ways of communicating are being introduced for those pupils who need these. Reading and writing are well supported by signs and symbols where this is appropriate. The recent appointment of a communication teacher has brought additional skills that are also helping pupils to develop in this area. As a result, pupils continually develop skills in communication. For those with the more significant needs, this is seen in their responding to their names or in making a choice by pointing or pressing a switch. More able pupils increase their vocabulary well and are able to answer questions, share their news and talk about topics in different subjects, as they learn to take turns and listen to others.

48. Teaching is good, with many very good features, which enables pupils to make good progress across the curriculum and in their individual targets. Teachers plan well to meet the needs of the different pupils in their classes. They are very skilled in managing those with more challenging behaviours, and all adults are aware of how they should respond to these pupils. As a result there is consistency in how these pupils are dealt with, so that they are enabled to settle quickly and return to their tasks. Teachers make good use of a variety of resources to engage pupils' attention, for example, in listening to stories. Pupils accordingly have a developing awareness of reading, and the more able pupils are able to read sentences and follow the text when books are read to them. Some are being helped to recognise the names of their peers or of the characters in their reading books, while those with more complex needs identify the symbols for the weather or the timetable for the day. Writing skills are being well developed with some pupils making marks, while others copy patterns. A few more able pupils copy under writing that they have dictated to an adult, and are beginning to attempt some independent writing. Progress in written communication is also encouraged well through the use of symbols as pupils learn to sequence them to make a simple sentence or to give information. Teachers and adults work very well as class teams. They have very good knowledge of their pupils and understand the ways in which they communicate and learn. Learning support assistants know how they need to work with pupils in lessons, helping them to achieve their targets.

49. The co-ordinator has a clear vision for the development of the subject and the commitment to achieve it. Since the last inspection the curriculum has been effectively redesigned and is now based on the national literacy strategy. It has been very well planned to identify the different levels at which pupils in the school work, and is a very good foundation for the planning which teachers do for their classes. The planning identifies the literature which pupils should experience as they move through the school, offering a wide range of different types of literature. The co-ordinator monitors the curriculum to ensure that all aspects are covered, but does not yet monitor teaching on a regular basis. Pupils' achievements in English are tracked using the nationally developed performance (P) levels.

Language and Literacy across the curriculum

50. The use of signing and symbols allows pupils to participate in all areas of the curriculum. Speaking and listening are well promoted as pupils are encouraged to listen carefully to what others are saying, and helped to respond appropriately. Key words are used in different subjects so that pupils become aware of subject specific vocabulary, and many opportunities are taken to extend pupils' vocabulary.

MATHEMATICS

51. Provision in mathematics is **very good**.

Main strengths and weaknesses

- The curriculum has been very well developed in line with the National Numeracy Strategy, which provides the foundation for ensuring that planning meets the needs of all pupils.
- Teaching is good and, as a result, achievement is good.
- Pupils enjoy the format of lessons and join in enthusiastically with many of the activities.
- The subject is well led and managed.
- More formal planning for numeracy across the curriculum would ensure that opportunities were not missed.

Commentary

52. Since the last inspection a great deal of work has been done on the maths curriculum, using the National Numeracy Strategy as its basis. The planning identifies the aims for the different groups of pupils and, as such, provides a clear basis on which teachers can plan to meet the needs of the pupils in their classes. As a result, the pupils are enabled to work towards their targets and to make good progress in lessons.

53. Teaching is good, with some very good features, which ensures that pupils' achieve well. The introduction of the three part lesson in line with the National Numeracy Strategy means that lessons are very carefully structured to include an introduction, carefully chosen and effective plenary sessions which consolidate pupils' learning and allow teachers to see what they can recall from the lesson. Relationships between adults and pupils are very positive and this creates a good working atmosphere. Teachers present interesting lessons, and all pupils are helped to participate by the teachers and support staff who have a very good knowledge of pupils' different needs and abilities. A wide range of communication strategies is used, so that pupils know what is going on and what they are expected to do. Songs and rhymes are used well to reinforce counting and to consolidate understanding of terms such as big and little, more or less. Resources are very well used to help pupils understanding of concepts, for example, pupils were helped to understanding light and heavy with a series of activities which involved holding objects of different weights and comparing them, then using balances to reinforce their ideas.

54. Pupils' progress is tracked using the national performance (P) levels, and these show that pupils are achieving well in their time in the school. Where pupils have numeracy targets in their IEPs, achievement is also good. Pupils enjoy their maths lessons. They like the three part format, taking part enthusiastically in warm up activities such as singing number songs, counting, and identifying numbers. They try very hard with individual and small group activities and their level of concentration is often very impressive. They enjoy the attention they receive in small group or individual work, and show pleasure in the different resources they are able to use and the sensory experiences they are given. Plenary sessions at the ends of lessons are sometimes a challenge for those pupils who find it difficult to sit and listen to others, but many do respond to the teachers' questioning about what they have done in the lesson, showing that they have some understanding of the tasks they have completed. Accordingly they achieve well

55. The subject is very well led and managed by the deputy headteacher who is also the curriculum co-ordinator. She is very enthusiastic and knowledgeable, and committed to ensuring that pupils achieve well. In addition to developing the curriculum, she is involved in trialling a package which will improve the monitoring of pupils' progress, and improve the assessment of learning.

Mathematics across the curriculum

56. Teachers take a number of opportunities throughout the day to reinforce pupils' understanding of maths and mathematical language. For example, during a 'hello' session, pupils counted the number of pupils and adults present in the class, and the number of photographs on the board, and discussed whether they were the same. The mention of number in stories is often followed up by a counting session.

SCIENCE

57. Provision in science is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching by individual teachers is good and helps pupils make achieve well across the school.
- The curriculum is well designed to meet the needs of pupils.
- The quality of the management of the subject is unsatisfactory.

Commentary

58. Teachers, despite the unsatisfactory co-ordination of the subject, teach the subject well and this ensures that pupils achieve well. The curriculum co-ordinator has developed the long term planning. The schemes of work for the subject provide teachers with a clear set of learning objectives for each unit of work and for pupils of different attainment levels. This ensures that pupils' learning is built on previous learning through the use of appropriate and well matched tasks and enables pupils to achieve well. It also and provides teachers with a good basis for assessment.

59. Teachers have a good level of experience and expertise in teaching this subject. This ensures that pupils achieve well in lessons. They use resources very well so that all pupils can more easily understand what is being taught. For example, they use materials that are bright and contrasting in colour and texture when teaching pupils to sort materials by characteristics, and when teaching about plants use a range of colourful plants and flowers, with strong scents. Teachers have also recently developed good skills and understanding of how to support their teaching by making use of the interactive whiteboard, especially to either introduce the lesson, but more effectively to assess pupils' learning at the end of the lesson. The learning support assistants are used very well to help pupils complete their individual or group tasks, and the teamwork between them is very effective so that pupils are always engaged in learning. These assistants also play an important role in recording the pupils' learning and observations of whether they have made any progress against their targets.

60. The leadership and management of the subject are unsatisfactory and the subject has not improved since the last inspection. The present co-ordinator, who works part-time and has had some time on leave from school, has not analysed and evaluated the progress pupils made during the last year, based on the assessment information in the school. The curriculum and assessment has been developed well by the senior management team in her absence, and is providing a framework for teachers to use in planning lessons. As the curriculum has been developed resources have been organised to support each unit of work. However, the co-ordinator is not involved in monitoring what is being taught across the school, and does not have an overview of how

and what investigation work is being carried out by teachers, or what are the priorities for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The management of the subject is good.
- There are insufficient switch devices in school to help pupils communicate or control their environment.
- Teachers are confident users of ICT for teaching and learning.
- The curriculum is good but the links with the school topics are insufficient.

Commentary

62. Information and communication technology (ICT) has improved well since the last inspection, and the school has kept pace with the growth of the subject and new initiatives. The leadership of the subject has recently changed due to a change of staff but there is evidence that the subject has been well led and managed. For example, subject development plans show that resources and training have been based on the needs of pupils and staff identified by the school. The school is adequately resourced with computers in each classroom, which are networked and Internet linked. A recent, and very effective, use of funds has been for the purchase of interactive whiteboards for every classroom. A new co-ordinator has taken over, who has a good level of knowledge and understanding. A development plan has been put together which shows the next stage of development, such as auditing the resources including the software in relation to the needs of the curriculum. There is also the additional need of auditing the needs of pupils in terms of the switch devices for accessing the computer and for controlling some aspects of the environment, such as CD players or switch or voice activated toys. Although, the school has a few resources for augmentative and alternative communication, it is not well resourced in this area and there are pupils who would benefit from having their own switch devices instead of having to share with other pupils.

63. The majority of teachers have developed a good level of expertise in using ICT for teaching and learning, and in the lessons seen teaching was overall satisfactory, but there were some good examples of it being used to support learning. The new interactive boards are being used particularly effectively by all teachers who speak with enthusiasm about the new possibilities it has provided for them in terms of making teaching and learning more effective. For example, a teacher used it in an art lesson to help younger pupils look at the colours in a painting and to choose similar colour. Pupils respond very well to sessions which take place around the board, as they all can see and show they are used to the routines, such as by taking turns to move objects across the screen or demonstrate their ability to write or draw shapes. However, there was one instance of a teacher not being aware enough of pupils' needs in terms of seating and being able to see a computer screen.

64. The development of the curriculum has been a priority. This has improved through the use of a nationally recognised scheme of work. Units of work from the scheme have been selected to provide a rolling programme of experiences and opportunities. However, the termly focus for ICT does not sit comfortably with the topic focus of the rest of the curriculum. For example, when the school topic focus is 'The Seasons', the unit of work in ICT focuses on teaching databases. Pupils do not therefore benefit from experiencing all the different aspects of ICT, such as word processing, art or design application, desktop publishing, computer aided music, research, and control, in each topic being studied. Skills, knowledge and understanding are therefore not being continually reinforced.

Information and communication technology across the curriculum

65. This is satisfactory, mainly because the subject is used well to support learning in English and in mathematics. Due to the current planning arrangements described above there could be more use of ICT across the curriculum. However, the teachers make very good use of the sensory room, and the technology within, for pupils with profound and multiple learning difficulties, and also for some autistic pupils.

HUMANITIES

66. A total of one lesson was observed in this area of learning.

Geography and history

67. Judgements in geography and history were not made because they were not part of the main focus of the inspection. Examination of curriculum documents shows that they are well planned and taught on a rolling programme in all year groups. However, the school has yet to develop effective systems for recording pupils' progress in these subjects.

Religious education

68. No judgement can be made about the overall provision for religious education as only one lesson was timetabled during the inspection. However, evidence from the lesson seen and from curriculum planning and records shows that:

- The subject has been very well planned in line with the locally agreed syllabus, with clear aims for the different abilities of pupils in the school.
- Resources are good and enrich the teaching.
- There are very good links with various Christian denominations, but limited contacts with people of other faiths.
- There is no recording of pupils' progress against the levels in the locally agreed syllabus.

69. Since the last inspection the very committed co-ordinator has worked hard to plan the curriculum in line with the locally agreed syllabus. She has been involved in the planning of the county's syllabus for pupils with special educational needs, and she has brought her experience of this into the developments in the school. As a result, the curriculum is very appropriate for the pupils in the school.

70. There are a number of good resources that help pupils to understand different Bible stories and different faiths. These include boxes of objects that illustrate different stories such as Noah's Ark and the Creation, and artefacts from the main faiths that are studied in the school. All of these provide a variety of illustrative materials and sensory experiences, which help pupils' learning. There is also a number of posters, photographs and videos which can be used to support pupils' understanding when their use is appropriate.

71. The school has developed very good links with representatives from a number of local churches, who visit the school. Pupils are also able to visit local churches and the cathedral, which helps them to be aware of the different aspects of churches that they have talked about in school. Because of the practical implications of travelling some distance, there have been no visits to places of worship of other faiths. It would strengthen pupils' understanding if this could be arranged, or if visitors from other faiths could come to the school to explain about these.

72. The locally agreed syllabus has developed levels of attainment in line with the national performance levels, but the school has not yet started to use these to monitor the achievement of pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. A total of three lessons were observed in this area of learning. There were two in music and one in physical education; although a joint Early Years/Foundation Stage and Key Stage 1 lesson taken by an outside dance specialist was also observed.

Art and design, and design and technology

74. Judgements for art and design, and for design and technology, cannot be made because they were not part of the main foci of the inspection and insufficient lessons were observed to provide accurate judgements. Examination of curriculum documents shows that they are well planned and taught on a rolling programme in all year groups. However, the school has yet to develop effective systems for recording pupils' progress in these subjects.

Physical education

75. Judgements on the quality of educational provision for physical education cannot be accurately made as no lessons were observed at Key Stage 1, and only one was seen at lesson at Key Stage 2. However, the curriculum, which the school has developed and put in place is very relevant for the pupils and meets the requirements of the National Curriculum. A range of additional and alternative physical opportunities, such as 'Hippotherapy', 'Rebound', Horse Riding, physiotherapy, and hydrotherapy, supports it very well. The school makes good use of expertise from outside the school to supplement the expertise of its own staff, for example, in the teaching of dance. However, the school is not yet recording pupils' achievements.

76. The school, with the help of parents has developed the central atrium area into a safe integrated activity area that is well equipped with large play equipment. This is used effectively, either for individual children, or for groups, and is used particularly well with groups of Autistic pupils as part of their language, communication and social development curriculum. Therapists also make good use of it with individual children. The school has safe outside play areas and a spacious hall, which adds to the quality of the overall provision. However, the soft play area – designed when the school was built presents a safety hazard.

Music

77. Provision for music is **satisfactory**.

Main strengths and weaknesses

- Teaching is good, as a result of which pupils make good progress in lessons and are very enthusiastic.
- Pupils have a wide range of musical experiences, supported by visiting performers that enhances their understanding.
- There is no system for recording pupil' achievements to ensure that they are developing knowledge and understanding.

Commentary

78. In the two lessons seen during the inspection the teaching was good with some very good features. Teachers introduce a range of musical experiences and pupils learn musical language as they sing and play instruments. For example, as pupils played untuned percussion along with a guitar being played, they began to understand short and long, high and low sounds. They begin to beat time to music being played or when they sing. They recognise the sounds of different instruments and are often able to name them. They enjoy their lessons and put a lot of energy and enthusiasm into singing and playing.

79. Their musical experience is enhanced by visits from different performers. These include a musician from a local music pool who visits on a regular basis and takes some of the lesson. There have been visits from a South African band and a percussionist, which gave pupils an awareness of other different types of music. Music is also used throughout the day, during lessons, for greeting one another and in some assemblies. All of these experiences make a good contribution to pupils' spiritual, moral, social and cultural development.

80. The leadership and management of the subject are satisfactory. The co-ordinator is developing the curriculum in line with the planning format now being used in the school, which identifies different aims for different groups of pupils. Satisfactory progress has been made with this, but there are more units to be developed to ensure that all aspects of the curriculum are covered. No way of assessing recording pupils' progress has yet been developed, although there have been discussions about using the performance levels. The lack of this information means that parents are not made aware of what their children know about in music, and teachers are not always clear of the progress being made.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Provision overall is **good**.

Main strengths and weaknesses

- This subject underpins the ethos of the school and promotes personal development.
- Pupils make very good progress in developing their personal and social skills.

Commentary

82. This aspect of the curriculum was not reported on at the time of the last inspection. However, very good improvements have been made to the school's overall provision of this subject, and it places great emphasis on pupils' personal and social development. Following the last inspection, a decision was taken to introduce weekly lessons on personal, social and health education for all classes. The very well organised subject co-ordinator is completing the development of this very comprehensive programme for the subject. This contains the required elements such as sex and relationships education, and some aspects of citizenship, and forms the basis of a good curriculum.

83. As a result of the high priority given to the social and personal needs, especially the independence needs of pupils, they achieve very well and make very good progress in the personal and social targets in their IEPs. There is also a good range of opportunities that are designed to promote all the personal and social skills of all pupils. These are taught both as a lesson and also permeate other areas of the curriculum, such as registration, break and lunchtimes.

84. The subject supports the overall very good ethos of the school because it assists the pupils' development of socially acceptable behaviour, relationships, and care and consideration of others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).

