

INSPECTION REPORT

Brookfield House School

Woodford Green, Essex

LEA area: Waltham Forest

Unique reference number: 103117

Headteacher: Mrs Hefina Clasper

Lead inspector: Sarah Mascall

Dates of inspection: 6th – 9th December 2004

Inspection number: 268542

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 - 16
Gender of pupils: Mixed
Number on roll: 87

School address: Alders Avenue
Woodford Green
Essex

Postcode: IG8 9PY

Telephone number: 020 8527 2464

Fax number: 020 8527 2464

Appropriate authority: Governing Body

Name of chair of governors: Michael Saban

Date of previous inspection: 01 March 1999

CHARACTERISTICS OF THE SCHOOL

Brookfield House is a school for boys and girls between the ages of 2 and 16 with a range of special educational needs including physical, medical, severe and sensory difficulties. In some instances, Brookfield House also provides a short term placement for pupils from other schools whilst they are recovering from major surgery and/or hospitalisation. A small number of pupils attending the school have very serious and life threatening conditions. All pupils have a statement of special educational needs, or are in the process of having a statement completed.

Since September 2004 the designation of Brookfield House School has been extended to include hearing impaired pupils with additional needs. At present there are nine primary aged pupils and they have remained on the site of their old school. There are two classes, one of which is for pupils with hearing impairment who have autistic spectrum disorders. This site is referred to as the Brookfield House Annex. Brookfield House School has major building works planned for the near future.

In total there are 87 pupils on roll at present, and they come from socially diverse and mixed backgrounds. Nearly half the pupils are known to be eligible for free school meals. Pupils come from a wide range of ethnic backgrounds and English is not the first language for more than half the pupil population.

There is a Hospital and Home Teaching Service (HHTS), which is a separate department and overseen by the headteacher, providing support in the home or in hospital for children who are ill and temporarily unable to attend school. There is also an outreach and support service providing advice to mainstream colleagues.

The LEA has gone through a review of its special needs provision, which has resulted in the school being subject to a long period of uncertainty about its future prior to September 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20536	Sarah Mascall	Lead inspector	Religious education, modern foreign language
9052	Helen Barter	Lay inspector	
7636	Anil Sinha	Team inspector	English as an additional language
29452	Christine Emerson	Team inspector	English, personal, social and health education and citizenship
20024	Paul Wright	Team inspector	Mathematics, information and communication technology, physical education, design and technology
21822	Helen Maskew	Team inspector	Science
22629	Jayne Clemence	Team inspector	Foundation Stage, history, geography, art and design
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brookfield House School provides a **satisfactory** education for most of its pupils. These pupils' achievements are satisfactory because teaching is satisfactory overall. However, the quality of education for pupils in the Brookfield House Annex is inadequate and as a result pupils' achievements are unsatisfactory. Leadership and management of the school as a whole are unsatisfactory. These weaknesses represent serious weaknesses in the school's provision. The school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The Hospital and Home Teaching Service is very well managed and provides pupils and parents with a very high level of support and education.
- Leadership by the headteacher and senior managers has not been effective in ensuring that pupils' achievements and teaching throughout the school are of a consistently high quality.
- Teachers based at the Brookfield House Annex have not had sufficient support and advice and as a result the teaching of pupils based at the Annex is unsatisfactory.
- The curriculum for secondary aged pupils gives them opportunities to pass examinations but the curriculum for primary aged pupils is unsatisfactory.
- Pupils like school very much and as a result their attitudes to work and their behaviour are very good.
- There are good systems for older pupils to evaluate how well they have done but school procedures for assessing the progress of pupils are not effective.
- Governors have supported the school well through a very difficult period but do not have effective systems to ensure a good understanding of the strengths and weaknesses of the school.
- Parents are kept well informed and links with local schools and the community support pupils well.

Since the last inspection in 1999 the school has made unsatisfactory improvements. It has dealt with many of the weaknesses identified at that time, for example, work for more able pupils is more challenging and attendance has been improved. Systems for monitoring teaching and learning have been established but the use of assessment is still unsatisfactory. Although standards have been maintained for most pupils' achievements, teaching is no longer judged to be good and leadership and management are not as effective.

STANDARDS ACHIEVED

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

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

Achievements for the majority of pupils are **satisfactory**. They are very good in food technology for pupils in Years 10 and 11. In English, mathematics, science, information and communication technology and religious education pupils make satisfactory progress. Secondary aged pupils make good progress in their personal, social and health education and citizenship because teachers' plan well for these aspects. Primary aged pupils make satisfactory progress in developing their skills in personal, social and health education and citizenship. The achievements of pupils for whom English is a second language are satisfactory overall although in individual lessons this is not always the case. There is no difference in the achievements of boys and girls. However, achievements for those pupils based at the Brookfield House Annex, are unsatisfactory because their needs are not adequately met. Pupils' personal development, including their spiritual, social, moral and cultural

development is **good**. Pupils are very positive about their school and their attitudes and behaviour are very good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided for the majority of pupils is **satisfactory**. Teaching and learning for these pupils is **satisfactory** overall. Not all teachers though, plan well enough for pupils for whom English is not their first language. Teachers' subject knowledge for pupils in Years 7 to 11 is used well to support pupils' learning. This is particularly evident in food technology, religious education and science. Teaching and learning are unsatisfactory for pupils based at the Brookfield House Annex and teachers have not received adequate support to improve their teaching. Assessment is unsatisfactory throughout the school because there is no whole school approach to ensure that teachers record and assess how well pupils are doing. Older pupils though, are given good opportunities to evaluate how well they are progressing in their work. The curriculum is unsatisfactory overall. It is adequate for pupils in Years 7 to 11 but unsatisfactory for all pupils of primary age. Statutory requirements are not met in ensuring that all pupils study ICT in Year 10. Planning for the teaching of personal, social and health education is unsatisfactory for all primary aged pupils and does not ensure that sex and relationships education is taught to pupils in Brookfield House Annex. The school meets statutory requirements well for work related learning. Accommodation is currently poor but there are appropriate building plans in place to rectify this. The care and guidance of pupils is satisfactory as is the support and guidance provided. The school council ensures that secondary aged pupils' views are taken into consideration well. Links with parents, local schools, colleges and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory**. The headteacher has worked hard to maintain standards on three different sites but this has been a difficult task and there are weaknesses in nearly all aspects of leadership and management. Although day to day management of the school is adequate, management overall has not been effective in ensuring that what is offered to pupils is of a consistently high quality. As a result the school does not have a realistic view of its strengths and weaknesses and school improvement planning is not focused enough on aspects that need developing. The Hospital and Home Teaching Service is managed very well and as a result it provides a very effective service to both its pupils and their parents. Governance is unsatisfactory. There has been considerable support for the school, particularly when it was faced with closure, but governors do not have effective systems to ensure a good understanding of the school's strengths and weaknesses. The use of time and resources is unsatisfactory and, as a result, the school provides unsatisfactory value for money.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are positive about what the school provides. They appreciate the support and help they get from staff. However, a small number of parents with children on the Brookfield House Annex site are less positive about their children moving to Brookfield House. Pupils like their school very much and feel it has given them a lot of help.

IMPROVEMENTS NEEDED

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

- Improve the leadership and management of the school to ensure that standards of achievement and teaching are consistently high for all pupils.
- Improve the curriculum, particularly for all pupils of primary school age.
- Provide specialist advice and support for those teachers working in the Brookfield House Annex.
- Develop whole school systems for the assessment of pupils' progress and ensure that these are monitored effectively.
- Improve the role of governors so that they have a better understanding of the school's strengths and weaknesses.

and, to meet statutory requirements:

- Ensure that all pupils in Year 10 have the opportunity to study ICT.
- Ensure that those pupils based at the Brookfield House Annex receive sex and relationship education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is **satisfactory**.

Main strengths and weaknesses

- All pupils leave school having gained accreditation in a good range of courses.
- Pupils based in the Brookfield House Annex make unsatisfactory progress largely because the curriculum they follow is too narrow.
- Teachers value pupils' contributions in discussions and as a result pupils make good progress in developing their speaking and listening skills.
- There is insufficient planning to ensure that all pupils for whom English is an additional language are able to understand what is being taught.
- Primary aged pupils do not make the progress they should in personal, social and health education lessons because there is insufficient time allocated to teach this aspect.
- Very good teaching in food technology ensures that pupils make very good progress in Years 10 and 11.
- There is inadequate analysis of pupils' progress to enable the school to set realistic targets for achievements.

Commentary

1. Those pupils who are based at Brookfield House School, including those with complex and physical difficulties, make satisfactory progress in developing their knowledge and skills. The school ensures that all pupils can gain passes in GCSE, Entry Level or ASDAN. Last year all seven Year 11 pupils achieved passes in GCSEs with two pupils gaining 6 A-C GCSEs. The school ensures that those pupils who join the school in Years 9, 10 and 11 continue with their courses and maintain the standards they were achieving in their mainstream schools. Pupils, especially those with the potential to achieve high standards, benefit from teachers' good subject knowledge. Good team work in the nursery enables children in the Foundation Stage to make satisfactory progress overall.
2. The achievements of the small group of pupils educated in the Brookfield House Annex are unsatisfactory. Although the youngest pupils up to Year 2 generally make satisfactory progress, older pupils' needs are not being met. Teachers have worked hard to maintain standards. However, they lack support and the curriculum offered to pupils is not sufficiently relevant to their needs.
3. Pupils for whom English is an additional language make satisfactory progress overall. However, not all teachers ensure that the needs of these pupils are planned for in their lessons and a small number are occasionally not given sufficient help to enable them to learn. For example, in a Year 10 lesson in personal, social and health education a pupil for whom English is an additional language was given little opportunity or encouragement to contribute to the discussion.
4. Pupils make satisfactory progress in English. Throughout the school teachers encourage pupils to discuss their ideas and this gives pupils confidence to communicate and articulate their thoughts. Those pupils who use communication aids make good use of them. Pupils make satisfactory progress in their reading and writing skills. In a few subjects, particularly in humanities in the primary department, there is an over-reliance on worksheets which limits pupils' opportunities to develop their skills in extended writing. Progress in mathematics and ICT is satisfactory. In science pupils make satisfactory progress however the needs of pupils with more complex needs are not always met. In personal, social and health education (PSHE) and citizenship pupils make good progress in Years 7 to 11. However, because not all teachers

in the primary department allocate sufficient time or plan the lessons effectively, pupils make unsatisfactory progress in lessons. Primary aged pupils do though, develop their skills during the day because of support from staff and as a result their overall achievements are satisfactory. In food technology all pupils make very good progress because of skilled teaching.

5. Although the school collates pupils' results it has no system for analysing where the strengths and weaknesses are in relation to pupils' achievements. As a result the targets set by the school for its pupils are variable and are not always suitably challenging or realistic.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils like their school very much and have very positive attitudes to their learning.
- Pupils respond well to teachers' high expectations of behaviour and relationships in the school are very good.
- The school has improved its procedures for checking on attendance but unauthorised attendance is still high.

Commentary

6. Pupils' views of the school are very positive and they enjoy learning. They try as hard as they can in lessons and sustain their interest and concentration well. They are particularly positive in practical lessons such as science and food technology where they take great care in their observations and preparation. Pupils say that Brookfield House School is a friendly, happy school although they would like more lunchtime clubs.
7. Pupils' behaviour is very good in lessons and around the school. They know what is expected of them and get on well with each other regardless of background or disability. Pupils often help others without being asked. They are patient when waiting for pupils who need more time to respond to questions and get equipment for those who need it to move between lessons. Pupils also have very good relationships with their teachers and welfare staff. They are encouraged to be independent but know that they can ask for help when they need it. Pupils play well together and are sociable with adults. They report that there is very little bullying and that there is always someone to turn to if they have any worries. There have been no exclusions from the school.
8. There are good, informal opportunities throughout the day for pupils to develop their personal and social skills appropriately. Each individual is valued and this encourages them to consider the needs of others. Pupils have a very good understanding of right and wrong and expect to treat others and be treated equally. Pupils' cultural education is also very good. The school is active in ensuring that all faiths and cultures are respected and supported through, for example, work in religious education and celebrations concerning individual families and faiths. Pupils' social development is promoted well in lessons and around the school. They are keen to help, share resources and take turns. Older pupils behave with maturity when given the opportunity to take responsibility, for example, as members of the school council. Assemblies make a good contribution to pupils' spiritual development through opportunities for quiet reflection and celebration of others' achievements.
9. Pupils' attendance is satisfactory and has improved since the last inspection. The school monitors absences more carefully in registers and reports concerns to the educational welfare officer. Although for many pupils attendance is affected by absences for illness or medical treatment, they come to school when they can. However, unauthorised absences are higher than would be expected for a school of this type because a few parents do not give satisfactory reasons for absence. Punctuality is satisfactory and transport mostly arrives on time in the morning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7.7	School data :	1.2
National data:	11	National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. Teaching and learning are **satisfactory** for most pupils. The curriculum and procedures for assessing and recording pupils' progress are **unsatisfactory** overall. The care, welfare, support and guidance of pupils is **satisfactory**. Links with parents and the community are **good** as are links with other schools.

Teaching and learning

Teaching and learning are **satisfactory**. Procedures for assessing pupils' progress are **unsatisfactory**.

Main strengths and weaknesses

- Teachers of secondary aged pupils use their subject knowledge well to enable many pupils to gain GCSEs.
- Not all teachers plan sufficiently well to ensure that the needs of all pupils are met.
- Those teachers working at the Brookfield House Annex work hard to support their pupils but have not received sufficient advice and guidance to develop their skills.
- Procedures to ensure that teaching is based on accurate assessment of pupils' progress are unsatisfactory.
- The very good relationships teachers have with pupils gives pupils confidence to contribute to discussions.
- Teachers' good knowledge of the pupils ensures that their behaviour is managed well.
- Time is not always used effectively to develop pupils' skills, particularly in the primary department.

Commentary

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	4 (8 %)	23(44 %)	21(40 %)	4 (8%)		

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.

10. Although overall teaching and learning is judged to be satisfactory, the quality of teaching across the school is inconsistent. There is good and very good teaching in both the primary and secondary departments but equally there is evidence that teaching is unsatisfactory as well. There is insufficient sharing of good practice and the support provided to improve weaker teaching has not been effective. In the secondary department pupils benefit from teachers' confidence in most subject areas. This is evident in subjects such as food technology, science

and religious education. In science, for example, there is a good focus on the use of key words and pupils such as those in Year 9 carry out experiments independently. These include setting up a circuit to show whether different compounds conduct electricity. Equally in religious education a good understanding of the syllabus ensures that pupils have a good range of experiences. In the nursery, children benefit from the teacher's good understanding of their special needs and as a result children make appropriate progress in a number of areas of learning.

11. Teachers' planning of what they will teach varies from good to poor throughout the school. Where it is good, for example, in Year 6 and for reception and Year 1 pupils teachers ensure that their planning meets the needs of all the pupils in the class. Separate work is organised for the range of abilities in the class. For example, when doing work on handling data in Year 6 a more challenging independent task is set for a higher ability pupil whilst others work in groups and are well supported. In subjects such as science the needs of the more able secondary aged pupils are well met but planning for lower ability pupils is not always adequate. In the primary department time is not used well on occasions and planning is not always in place for activities such as fruit and drink time after break. Support assistants contribute a great deal to pupils' learning, notably in the way they encourage pupils to work independently. However, there are no formal opportunities for teachers and support assistants to work together to plan lessons, although in the Brookfield House Annex teachers and support staff do plan together on a regular basis.
12. Teachers know the pupils well and as a result build very good relationships. A small number of pupils have behaviour difficulties and their needs are well met overall. Teachers keep detailed records and use appropriate incentives to encourage good behaviour. Teachers use humour well, often to defuse situations and pupils appreciate the mature way in which they are treated. This is particularly evident in the secondary department where pupils are encouraged to put forward their own ideas. In subjects such as religious education and PSHE and citizenship, pupils are expected to formulate their own arguments, for example, about whether there is a God or how they would make their views heard about a range of issues.
13. Staff at the Brookfield House Annex are confident communicators and work well with the hearing impaired pupils in developing their basic communication skills. However, there is not an effective approach to teaching aspects of the curriculum such as reading. Staff have not had sufficient continuous support to ensure that teaching meets the particular needs of the pupils and are isolated from the main school. Planning does not ensure that the wide age range of needs within each class are met. As a result, the environment is not well organised and strategies to promote pupils' communication need further development.
14. There are no clear procedures in place to ensure that teachers assess and record the progress pupils make over time and in lessons. Consequently, although several teachers keep detailed records of what pupils have achieved, there is little evidence of teachers recording what pupils have learnt in lessons and using this information to plan for pupils' next steps in learning. This means that work set is not always well matched to the particular needs of individual pupils. Teachers are not following an agreed marking policy and work in pupils' records is not always dated and does not show the level of support which was required to complete a task. This makes it difficult to gain an accurate picture of pupils' progress from looking at past work. The school has introduced a nationally recognised scheme to assess pupils' progress over time. However, there are no procedures to check how accurate teachers' assessments are. The school has begun to collate information obtained from assessment to show the progress which pupils make as they move up the school. However, it is not sufficiently well organised to give a clear overview of pupils' progress, or to compare the progress of different groups such as boys and girls. A strength of the assessment is the involvement of older pupils, such as those following ASDAN courses, in evaluating how well they have done. The key issue for action in the previous inspection linked to assessment has not been addressed satisfactorily.

The curriculum

The school-based curriculum is **unsatisfactory** overall but activities to extend and enrich it are **good**. The school's resources are **satisfactory** although accommodation is **poor**.

Main strengths and weaknesses

- The curriculum for secondary aged pupils is better than for primary pupils because it is planned more effectively.
- Several primary class timetables do not allocate an appropriate amount of time to different subjects and activities.
- There is a good range of opportunities for pupils to take examinations so that pupils leave school with recognised qualifications.
- Extra-curricular activities support pupils' learning well but there is not enough for pupils to do at lunchtime.
- The school is well staffed but not all teachers are experienced in working with the range of special needs.
- Weaknesses in the accommodation have a negative impact on the quality of education for pupils.

Commentary

15. The quality of the curriculum has declined since the previous inspection because the leadership and management of the curriculum are not effective. In particular, there are no rigorous procedures to plan and monitor what is being taught. In the secondary department subject leaders are responsible for planning and writing schemes of work in their particular subject areas but in the primary department teachers' planning is inconsistent and fails to ensure that pupils do not repeat work when they move classes. Although a number of senior managers are involved in monitoring the curriculum, the school does not have a clear view of what is being taught in each class. This results in gaps in provision. For example, curriculum managers are not aware that there is no provision for all pupils to study ICT in Year 10. Liaison between teachers in the primary and secondary departments and the management team is not sufficient to ensure that what is taught when pupils move up to in the secondary department builds well on previous learning.
16. The secondary curriculum is more carefully planned with better coverage of subject areas than that in the primary department. The curriculum is strongest for pupils in Years 10 and 11 where they follow courses leading to nationally recognised qualifications. There are suitable courses for pupils of different abilities and all pupils leave school with qualifications. However, the school has not identified how it is delivering ICT to those pupils who have not chosen it as an option. Pupils are prepared well for the world of work through good opportunities for work related learning and links with the Connexions Service.
17. In the primary department, there is insufficient emphasis on teaching personal, social, health and citizenship education (PSHCE). This is mainly delivered through "fruit and drink" sessions and other lessons such as religious education. However, there is very little evidence of PSHCE in the work which primary pupils have completed. There is no proper planning or emphasis on developing personal and social skills in the sessions which are identified on some timetables as "fruit and drink". For those pupils based at the Brookfield House Annex planning for PSHE is in place but time allocated for teaching the subject is unsatisfactory. At present there are no arrangements in place to ensure that these pupils receive sex and drugs education. Daily personal and social education sessions are confined to social skills for all age groups and there are limited opportunities for pupils to develop an understanding of citizenship.
18. The curriculum for pupils in the Brookfield House Annex is unsatisfactory. There is an over emphasis on physical education which includes riding, swimming and rock climbing. Time allocated to literacy and mathematics is too low and there is no specific time allocated to

developing pupils' reading and extended writing skills. In mathematics there is insufficient focus on mental practice which affects pupils' achievement.

19. A good factor in widening pupils' knowledge beyond the classroom is the visits to outdoor residential centres and trips to Belgium to develop cultural awareness. Younger pupils' social development is also promoted well through a programme of visits including an overnight sleepover in tents in school. Sports events give pupils the opportunity to compete against pupils from other special schools. Due to difficulties caused by most pupils needing to travel home by organised transport, activities after school are limited to one day a week. Many pupils say that they would like more organised clubs and activities at lunchtime as there is little to do in the playground. Learning in subjects such as drama and music is extended through links with other schools and provides pupils with opportunities to visit mainstream schools. For those pupils based in the Brookfield House Annex opportunities for enrichment of their curriculum are unsatisfactory. There are no clubs, although pupils do have opportunities to go on visits.
20. The school is well staffed by teachers and welfare assistants whose skills match the requirements of subjects and the needs of pupils. However, not all the teachers based at Brookfield House Annex are experienced in working with the range of special needs in their classes. There is good commitment to meeting the needs of hearing impaired pupils through the current staff training programme for British Sign Language. Teaching resources for subjects are satisfactory overall although they are better used and managed in the secondary department. There are significant deficiencies in the Foundation Stage, particularly in the provision of large toys to promote children's physical development. Some furniture, particularly in the secondary department, is unsuitable for pupils' physical needs, although staff do their best to adapt it, for example by raising tables on blocks.
21. The school is aware of the deficiencies in its accommodation and a considerable amount of thought has gone into plans for developing the site. Major building works are due to start in the near future. However at present the hall is too small at Brookfield House and this limits physical activities, particularly for older pupils. There are unsuitable specialist areas for pupils in Years 7 to 11, particularly in science and information and communication technology, and this holds back pupils' achievement in these subjects. The food technology room is good and well organised but there are significant problems with drains which pose a health and safety hazard. The accommodation for the youngest pupils in the Foundation Stage, particularly the outdoor play area, is poor and limits their physical development. Outdoor areas for all pupils are drab and in need of renovation to provide a more interesting social environment for them to play in. Accommodation at the Brookfield House Annex is poor and dilapidated.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **satisfactory** as is the support and guidance given to them. The involvement of pupils through seeking, valuing and acting on their views is **good**.

Main strengths and weaknesses

- Pupils feel well cared for and say that their views are listened to and valued.
- Although satisfactory overall, there are weaknesses in the school's procedures to ensure the health, safety and welfare of pupils.
- The audiological needs of those pupils at Brookfield House Annex are not being met because of inadequate services and resources.
- Welfare and midday assistants give pupils good support and care although a few care routines are not sufficiently well established.
- Assessment information is not used well enough to provide suitable individual guidance for each pupil, especially for those for whom English is an additional language.

Commentary

22. Pupils comment that they are well cared for and have very good, trusting relationships with adults, who they feel understand their difficulties well. They say that there is always someone to talk to and that they are listened to seriously. Older pupils feel that the school council is a good forum for them to bring ideas or issues which concern them and are pleased that changes, such as in uniform, come about as a result. Parents agree that their children are well cared for and that they can easily approach the school with any concerns.
23. Staff understand pupils' different needs and backgrounds well and are alert to concerns about their welfare. However, not all staff are aware who is the designated child protection officer in the school. Procedures for health and safety have improved as a result of recent training although the policy has not been ratified by the governing body. Procedures for risk assessment are good. The school is acutely aware of the hazards posed by the poor accommodation, particularly in the playground, and monitors these carefully. The medical team care well for pupils on the school premises. However, there are no trained first-aiders in school or to accompany pupils on visits and this is unsatisfactory.
24. Support assistants play an important role in supporting pupils' learning and care. They understand pupils' difficulties well and give good support in lessons, which enables pupils to fully participate in discussions and activities. They are sensitive and discreet when caring for pupils' personal hygiene. Midday assistants care well for pupils at lunchtime but have not been given enough formal guidance about pupils' feeding plans. Pupils benefit very well from the physiotherapist team based in the school.
25. Audiological advice and support for those pupils on the Brookfield House Annex is unsatisfactory and minimal. Pupils do not have access to radio aids to support their hearing. This is very unsatisfactory. Audiological support to ensure that pupils have aids and ear moulds has discontinued. Support assistants do a good job with the few resources they have but there are no spare ear moulds in case of accidents.
26. There is good practice in several classes, where teachers accurately record pupils' progress against their individual education plans and plan their learning and targets as a result. However, this is not consistent across the school. There is also inconsistency in feeding back to pupils on their work so that often they are not helped to understand how well they have done and what they should do next to improve. Overall individual education plans (IEPs) are satisfactory but are very variable in quality. There are examples of good practice. For example, in Year 6, pupils' IEPs are clear and achievable and have sharp targets. Through good recording of individual progress it is clear to see how individual pupils in this year group are progressing. This good practice is not spread throughout the school and in other IEPs, targets are too broad and unspecific and there is no recording of how pupils are achieving against their targets.

Partnership with parents, other schools and the community

The school's partnership with parents is **good**. Links with other schools, colleges and the community are **good**.

Main strengths and weaknesses

- Most parents like the school and the way that it works with them.
- The school communicates well with parents although a few would like more guidance on how to help their children at home.
- There is good use of the community to extend pupils' learning.

Commentary

27. Questionnaires completed by parents reveal that most are very positive about the school and the education and care provided for their children. They particularly like the way in which their children are helped to settle in and are very happy that their children like coming to school. Most feel that their children are taught well although a few consider that their children are not making enough progress. Parents respond well to the school's encouragement to visit as much as possible. Although attendance at annual reviews is erratic, parents lend good support to fundraising and social activities. Links with parents of those pupils based at the Brookfield House Annex are strained and staff at Brookfield House School are working hard to improve this situation.
28. Day to day communication with parents is good. Parents feel comfortable to approach the school with any queries. A few feel that they are not well informed about how their child is getting on. The prospectus is out of date and does not reflect the school's current provision. However, newsletters, annual reviews and end of year reports are good and the school is developing a website to provide instantly accessible information. Home-school books are a useful tool for communication although not all parents take the opportunity to use them. The school does not give as much guidance as it could to help parents support their children's learning at home. Although parents of hearing impaired pupils have had significant worries about the provision for their children, the school has kept them as well informed as possible during a period of change to try to allay their concerns.
29. Links with the community are used well to develop pupils' learning. Visitors such as the fire service, charity workers, sports coaches and gardening groups enrich the curriculum. The rich resource of London is used well to further pupils' experiences and learning outside school. There are good links with local businesses such as supermarkets and garden centres to provide pupils with individual and group work experience placements. The school's activities are well publicised in the local press which raises its status in the community. Good links with other schools enables pupils to be included in, for example, drama lessons at a secondary school and music with primary pupils. Foundation Stage staff have good links with local nursery providers. Older pupils are able to undertake vocational training courses and work placements through the school's good links with the local college.
30. The Outreach service is part of the school's provision for pupils with long and short term sickness or physical disability. Members of the senior management team have provided advice and talks to mainstream schools about the placement of pupils with physical disabilities in mainstream schools. This includes assessment and advice on using specialist equipment to enable pupils to access the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school as a whole are **unsatisfactory**. Governance of the school is **unsatisfactory**.

Main strengths and weaknesses

- The headteacher has worked hard to develop the work of the school but she has not been effective.
- Senior staff manage and maintain the day to day work of the school satisfactorily but have not ensured that pupils' achievements are being monitored and improved.
- Governors do not have a sufficiently comprehensive overview of the school's work and the wider provision.
- Planning for school improvement is unsatisfactory and does not ensure that there is a long term view of how the school will develop.
- Long standing uncertainties about the school's future are having a major and detrimental impact on leadership and management at every level.

Commentary

31. The headteacher has a very difficult task in leading and managing a very wide range of provision, including Brookfield House School, Brookfield House Annex, and the Hospital and Home Teaching Service. This, together with overseeing the plans for major reorganisation, including building works in order to improve accommodation and facilities for pupils, is having a significant impact on the leadership and management. The headteacher strives to create a positive atmosphere for learning where pupils enjoy coming to school, have good attitudes to learning, and build strong relationships between themselves and adults. She has tried to ensure that all aspects within the school are managed efficiently, but in practice her time is spread too thinly to be effective. The leadership and management of the Brookfield House Annex are unsatisfactory as staff are not sufficiently supported or monitored in their work. Although they are visited regularly, this does not give them sufficient guidance in their professional work to bring about the required improvements in the provision.
32. Whilst the senior management team manage and maintain daily provision satisfactorily ensuring that the school functions, classes are staffed, and pupils cared for appropriately, there is a lack of monitoring and planning for improvements in their work. The head of the secondary school has a sound overview of the department, and first hand knowledge of the quality of teaching and learning for those pupils. There is useful and informal discussion between staff but too little is formalised into agreed procedures. For example there are no clear procedures to track trends in pupils' progress and achievements. There are weaknesses in the management of the primary department. Although the head of department works closely with primary staff, and those in the Foundation Stage, there is a lack of consistency in the way teachers plan their lessons, decisions about the deployment of staff, and how best their expertise can be used are unsatisfactory.
33. The long-standing uncertainties about the school and its' future has had a considerable impact on leadership and management. Whilst these constraints are acknowledged and recognised, there are wider leadership and management weaknesses across the school. For example, there are urgent priorities that are not included in the school improvement plan such as how management will be improved and the curriculum developed. Those with responsibilities for different parts of the plan are not identified explicitly - leaving ambiguity as to who precisely is accountable for leading and bringing about the improvements. Strategies for raising standards and helping pupils to achieve more are weak because the actions are too general to indicate what precisely has to be accomplished.
34. The school's evaluation of its strengths and weaknesses is unrealistic and overly generous. There are many judgements about the school's strengths and weaknesses that are not backed up by secure evidence. The quality of monitoring of teaching and learning is uneven and variable, and this is reflected in the wide variation in teaching. In the best examples, the strengths and weaknesses in teaching are clear, with specific areas for improvement. In a few instances, teachers' work is not monitored systematically and they have too little understanding of how to improve their work.
35. Resources, including people, time and expertise are underused. Senior members of staff have expertise that is not fully used, for example the head of the primary department has very limited direct commitments for teaching and learning. The head of the secondary department provides a strong role model in her own teaching, though has limited influence on the quality of teaching and learning across the school. There are weaknesses in the quality of the curriculum and assessment that are not being given sufficient attention.
36. The governing body are hard working and keen to support the school. However, they are very reliant on the headteacher's analysis of the school's provision and do not have an overview or understanding of the school's work. There has been confusion about the governance of the Hospital and Home Teaching Service and it has not had sufficient formal visits from governors. No one has a specific remit on the governing body for its work. The school bursar and headteacher manage the school's finances soundly and governors receive regular reports. However, governors do not always have sufficient information to analyse decisions about how

money is to be spent. For example finances for pupils with English as an additional language are divided between the primary and secondary departments, but the impact of expenditure has not been assessed by the school.

37. Improvements since the previous inspection have been unsatisfactory, and the context of uncertainty and instability has had a serious impact on the leadership's capacity to lead and manage effectively. Overall the school provides unsatisfactory value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1487819	Balance from previous year	156799
Total expenditure	1559007	Balance carried forward to the next	85,609
Expenditure per pupil	17,101		

THE HOSPITAL AND HOME TEACHING SERVICE

The support provided by the Hospital and Home Teaching Service to children who are ill and temporarily unable to attend school is **very effective** and has a strong impact on maintaining the continuity of their education.

Main strengths and weaknesses

- Management of the service is very good.
- Teaching is effectively organised and delivered and of a high quality, which impacts positively on pupils' learning.
- The excellent links with the nursing and medical staff result in positive benefits to pupils, parents and staff.

Commentary

38. The manager of the Hospital and Home Teaching Service monitors the work of her team thoroughly to ensure that the service fulfil its aims of providing the best for its pupils and their parents. Discussions at team meetings are purposeful, with clear outcomes, and staff work well together to innovate and share good practice. For example, to ensure that the curriculum is appropriate to the individual needs of the pupils, an induction process has been developed for them on admission. They are invited to complete questionnaires, appropriate for their age, which provide the teachers with information about their current achievements in school, as well as their attitude to learning. Their responses are used very effectively to plan work which is appropriate for pupils' needs. The headteacher, who has overall responsibility for the Service, provides good support to the manager and attends regular meetings with staff.
39. Teaching and learning is very effective. The service is particularly good at maintaining continuity for pupils with long-term illnesses which necessitate recurrent admissions to hospital. The programme of home visits following discharge is well organised to provide both specialist teaching for secondary aged pupils and a primary focus for younger ones. Records are kept accurately to ensure minimum duplication of work, and pupils are assessed at the end of their stay as to what they have achieved. Staff go to great lengths to obtain relevant information about pupils from the home school that they are attending. Requests for appropriate work are made and, when this is provided, pupils make good progress because their studies are only minimally interrupted. However, in spite of the service's best efforts, some schools are not always co-operative.

40. The service has established an excellent working relationship with medical and nursing staff, and very good liaison with the external agencies. This underpins the excellent care and welfare provided within the secure environment of the hospital, and which extends to the individual teaching provided by home tuition. Service staff ensure that the accommodation for teaching and learning on the ward is bright and attractive. Resources overall are good and support learning well. Staff make contact with newly-admitted pupils as soon as possible and quickly set up very strong and trusting relationships with them. This not only re-engages pupils with education but, in collaboration with the medical and nursing staff, supports pupils in overcoming some of the difficulties imposed by their illness. A very good example of collaborative working between the service staff, nurses and consultants is the preparation visit for pupils due to be admitted for routine surgery. The result of this process has been that the length of stay in hospital following surgery has been reduced. This has a very positive impact for pupils and their parents.

Work Related Learning

Provision for work related learning is **good**.

Main strengths and weaknesses

- Work related learning, and careers education and guidance are well planned
- Opportunities for work experience are good and carefully matched to the individual interests and needs of pupils.
- Leadership and management of this area of learning are good.

Commentary

41. The school meets the statutory requirement for work related learning in Years 10 and 11 and careers education and guidance from Year 7. These areas of learning are well covered through the PSHE and Citizenship programmes. The school has a Personal Adviser from Connexions and pupils receive good personal advice and support. The school has drawn up an action plan for the further development of activities which is helping to develop pupils' knowledge and skills for future employment.
42. The school works well with the local business partnership to provide pupils in Year 10 with a wide range of work-related experiences and activities. Pupils complete a logbook that helps them to review their performance and realise the expectations and demands of actual employment. Pupils respond well to all of these experiences and record in their work experience books that they enjoy the practical opportunities that work related placements offer. For example, one pupil recorded his likes and dislikes of working in a clothing store and illustrated his record with digital photographs. Pupils have their achievements in this area recognised by following a nationally accredited ASDAN challenge. All of the work placements are monitored well by the school.
43. The school has a designated co-ordinator for the work-related curriculum who is also the co-ordinator for vocational education. She provides strong, enthusiastic leadership and ensures that the school provides appropriate learning opportunities for all pupils. However, ways of supporting work related learning in other subjects have not yet been identified.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES IN KEY STAGES 1,2 3 AND 4

AREAS OF LEARNING IN THE FOUNDATION STAGE.

Five lessons and other aspects of the school day were observed. Children's work was analysed and discussions held with key staff.

The provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- There is a positive atmosphere where children are valued and respected; their self-esteem and confidence grows visibly by coming to the nursery.
- Children do not make the progress they should in their physical development because of the lack of appropriate outdoor facilities and resources for them to use.
- There is a systematic emphasis upon developing children's language and communication skills.
- A good range of appropriate resources ensures that children are encouraged to develop their communication and mathematical skills.
- Children have useful opportunities to develop their knowledge and understanding of the world.
- Physiotherapists work sensitively to support the children in their movement and mobility.

Commentary

44. Children's achievement is satisfactory overall and good in several areas of their learning. Teaching and learning is satisfactory with some good features. Children benefit from confident teaching but because they have no more than four hours in the nursery each day they do not make the progress they should. By the time, though, that they move into the main school they have been given a positive start to school life, and have developed appropriate work routines from an early age. Their individual needs are assessed comprehensively, and relevant targets identified for future learning. These are satisfactory and relevant, enabling staff to record progress and children's achievements over time. Parents establish a positive rapport with staff from the start, and staff know the children well, and understand their specific and very individual and complex needs.
45. Leadership and management of the Foundation Stage are satisfactory. There is a good team spirit and all staff work well together as an effective team. There are weaknesses in the school's wider management and organisation of this provision that hinder children's learning and achievements. For example, timing and organisation of the school day fails to maximise children's learning opportunities. Improvements since the last inspection have been satisfactory, and much has been accomplished in the past year to establish records and develop an appropriate curriculum for the Foundation Stage.
46. Children make good progress in their **personal, social and emotional development** because all staff help the children to make choices and become more independent over time. The teacher and support staff create a good atmosphere for learning. From the time they enter school in the morning, children learn they are a valued and special member of the group. Their needs are considered carefully. All children are welcomed warmly with genuine affection by staff as they arrive one by one, and learn to recognise their names, greet one another and work as part of a small group with others. There are very good relationships between children and adults, established from an early age and this means that children are at ease in school, enjoy their learning and are willing to learn and co-operate, thus promoting their social and emotional development.
47. There are satisfactory opportunities for children to use and develop their **communication, language and literacy skills**. Good use is made of photographs of the children and familiar objects to provide a range of talking points. On arrival children are encouraged to listen to their names, acknowledge one another and adults, and follow simple instructions. They are helped

to communicate in different situations, including indicating their preferences for activities. Staff work hard to develop a good range of resources for individual children's needs. This includes collecting photographs of their work and milestones in their development. These are used regularly as reference points to talk with the children and help make sense of their learning. However, the lack of time available to ensure children's skills are fully developed prevents them from making better progress.

48. Children are helped to notice numbers and show an interest in counting where appropriate and make satisfactory progress in their **mathematical development**. They enjoy joining in with number rhymes and songs, and a few use language such as big and little when describing objects. In some instances, children use shapes and make arrangements with objects to create a pattern, and notice specific shapes such as circle and square, using the correct terminology in the process.
49. The classroom is organised effectively to encourage the children's wider **knowledge and understanding of the world** and as a result children make satisfactory progress in this aspect. Photographs are well used to link children with their own experiences and families. Children develop an understanding of the world around them. For example, they begin to comprehend how things grow, for example, when they plant bulbs in a small area of earth outside their classroom. However, opportunities to reinforce children's learning were lost because there was insufficient time for teachers to recap on what had been learnt.
50. The nursery has no separate or suitable outside area. The staff do their best to make something of the immediate area outside the classroom, but children do not make the progress they should in their **physical development**. They cannot move towards any sense of independence in their movement and mobility as there are no appropriate boundaries to keep them confined. There are insufficient resources for children to use such as wheeled toys and other equipment that would assist their mobility. This is particularly unhelpful as for so many their physical disabilities are central to their special educational needs. Insufficient thought has been given to the maintenance of the playground as there are currently bushes and berries immediately outside the Foundation Stage classroom that are wholly unsuitable. Staff work closely together using the different expertise available for the overall benefit of the children. For example, the physiotherapist ensures that their work is an integral part of the children's learning, and wherever possible carried out at the same time as the learning activities themselves.
51. Children make satisfactory progress in their **creative development** because there is an appropriate range of activities provided. They are helped to explore colour, texture and paint during art lessons, and for example, enjoyed watching the impact of a marble rolling on the paper covered in paint. Staff work well to ensure that children can explore for themselves as far as possible. They take part readily in songs, rhymes and tunes, and in the process become more aware of the world around them, and the impact they are making when using certain materials such as shakers.

SUBJECTS IN KEY STAGES 1, 2, 3 and 4

ENGLISH AND MODERN FOREIGN LANGUAGE,

French

One lesson was seen in French. It is, therefore, not possible to make an overall judgements on provision for this subject. Discussions were held with key staff and pupils' work scrutinised.

52. There are high expectations that pupils will achieve in French - five pupils gained GCSEs and one gained a pass in Entry level last year. Pupils' work shows that they have an understanding of general vocabulary and are learning to use phrases such as "je m'appelle ...". In the lesson seen pupils developed a satisfactory understanding of numbers up to 30. By Year 11 pupils can identify the different regions of France and translate quite detailed pieces of French text. There

are, though, weaknesses in the organisation of the curriculum. For example, a group of pupils in Year 7 have a separate lesson from the rest of the class but then repeat the same work as the whole class. Many of the resources and worksheets are produced by the teacher and these vary in quality – there is little evidence of commercially produced worksheets which would provide a wider variety of challenge for all pupils.

English

Six lessons were seen in English. Evidence was also gathered from pupils' work, and discussions with teachers and pupils.

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 10 and 11 follow a good range of courses which enable them to gain recognised qualifications.
- There is a good emphasis on developing pupils' speaking and listening skills in all subjects of the curriculum.
- Work set in lessons is not always well matched to the needs of individual pupils.
- Marking of pupils' work is of variable quality and does not provide useful feedback to pupils as to how they might improve.
- Literacy targets in pupils' individual education plans (IEPs) are often too broad and lack detail.
- There are good strategies in the secondary department to promote pupils' reading skills.
- The subject is being developed appropriately but a lack of links between the secondary and primary departments is unsatisfactory.

Commentary

53. The school places a good emphasis on developing skills in literacy, and most pupils have a suitable amount of English lessons on their timetables. Pupils' work and their performance in the National tests and assessed courses in Years 10 and 11 indicate that they make satisfactory progress and have satisfactory achievements in reading and writing. In 2004, 3 pupils achieved GCSE passes in English at grades A–C and 4 pupils achieved passes at D–G. In English literature, One pupil achieved a pass at A–C and 4 pupils at D–G. Pupils in Years 10 and 11 can follow a range of courses including GCSE, Entry Level and the ASDAN Bronze Award. Pupils make good progress in speaking and listening because all teachers encourage pupils to contribute to discussions during lessons. Pupils know that their responses are valued and as a result become confident communicators.
54. For pupils in the Brookfield House School Annex progress is unsatisfactory. Staff are competent signers and this ensures that pupils develop their skills in British Sign Language (BSL) appropriately. However, there is uncertainty about how to support pupils' reading and writing skills through the use of British Sign Language and Sign Supported English. Older pupils' literacy skills are poorly developed and their knowledge and understanding within subjects is inadequate. The communication potential of those pupils with cochlear implants is underdeveloped and opportunities to respond to spontaneous speaking are often missed.
55. Pupils for whom English is an additional language do not have support from specialist staff but receive help in most lessons from support assistants which enables them to make similar progress to their peers. However, teachers do not always ensure that support for these pupils is planned and occasionally pupils are not able to follow the lesson.
56. There are good strategies in the secondary department to support pupils to continue to develop their reading skills and to promote their enjoyment of literature. These include structured reading lessons where pupils are supported to choose books from the library, practice silent reading and learn to extract information from books and explain the storyline. Reading is celebrated through National Poetry Day and through the 'reader of the term award'. Although

there is a satisfactory collection of books including fiction and non-fiction, there is a shortage of simple, age-appropriate reading books for older pupils who find reading difficult. There are also not sufficient dual language and multicultural books. The two libraries are small and not easily accessed by pupils in wheelchairs. For primary aged pupils progress is more variable. Where it is good, activities are interesting and well matched to pupils' abilities. For example, in Year 6 pupils make very good progress in learning to read a set of simple sentences about washing their hands and putting these instructions in order. Although their reading is rather hesitant, higher attaining pupils can read the sentences out loud. Lower attaining pupils have instructions with a picture for each word so that they can understand all the words. They thoroughly enjoy the practical task when they take it in turns to wash their hands in a bowl. This really helps them to work out the sequence, so that although they find the task challenging, they succeed in putting the instructions in order. While the rest of the class are engaging in this task, a pupil who has good literacy skills but some behavioural difficulties is withdrawn for intensive one to one work where he makes very good progress in developing skills in writing. Consequently through careful planning the teacher is able to meet the diverse needs of the pupils very well. However in a Year 5 lesson, planning is insufficiently detailed and pupils do not have appropriate opportunities to read at their own level and develop their skills.

57. Teaching and learning are satisfactory overall. Teachers know pupils well but not all use this knowledge to ensure that work is set at the right level for individual pupils. Consequently, high attaining pupils are not always sufficiently challenged and low attainers are not able to fully participate in activities. An example of this was in a lesson for Year 11 pupils about Shakespeare's 'Romeo and Juliet' where a lower attaining pupil took no part in the play reading or discussion about the plot. A very high attaining pupil in the group gained a great deal from the discussion but was not sufficiently challenged by the written task which was to complete a character profile worksheet. However, in several classes pupils participate in lively activities at just the right level and this ensures that they make progress.
58. Marking of pupils' work is inconsistent. Although some work is marked to give positive feedback to pupils and to help them to understand how to improve their work, there are not sufficient comments on pupils' work. A positive feature of assessment is the increasing involvement of pupils in assessing how well they are doing. An example of this is where lower attaining pupils in Years 10 and 11 keep detailed records of their achievements in their ASDAN lessons.
59. Pupils' literacy targets are often too broad and lacking in detail. Records of progress in the target areas show when the skill was practised but not what the pupil did or how well they achieved. For example, a Year 3 pupil has a target to 'write short stories/do comprehension independently using her knowledge of spellings'. However, it is not clear from her records what she has learned. A minority of teachers set clear targets and keep detailed written and photographic evidence to show how well pupils are achieving. An example of this is where a pupil in Year 6 has a number of specific targets for reading and writing. The teacher has carefully recorded exactly what he has done to achieve the targets and the next steps to develop his skills further. This shows the good progress which the pupil is making.
60. Leadership and management of English are satisfactory. The subject leader is appropriately in the process of updating the English handbook. Planning for what will be taught is in place and this is being developed as it is only an outline. There has been insufficient support for staff in terms of checking the quality of teaching and planning across the school. There are currently not strong enough links between the primary and secondary departments to ensure that the curriculum builds well on previous learning and that good practice is shared. Progress and achievement in English are similar to those reported in the previous inspection.

Language and literacy across the curriculum

61. Teachers are effective in developing most pupils' speaking and listening skills in the different subjects of the curriculum. For example, the specialist food technology room is very well labelled with key words such as 'rich', 'sharp', 'crumbly' and 'healthy' displayed on the wall. Pupils are encouraged to use the words so that they can communicate well about what they are making. Pupils who need to use speech output devices to communicate make good progress because they are supported very well by the support assistants. An example of good achievement in using this equipment was when a Year 7 pupil spontaneously communicated "its like an antique" when she saw a picture of a Polaroid camera. However, staff have not had sufficient training in using visual symbols to support the communication of pupils with autistic spectrum disorders (ASD). Promotion of reading and writing are satisfactory. In subjects such as religious education, there is an over reliance on the use of worksheets which limits pupils' opportunities to develop skills in writing. There are also examples of lessons where teachers do too much of the reading so that pupils do not have enough time to practise their reading skills.

MATHEMATICS

Seven lessons in mathematics were seen. Inspectors looked at pupils' work in all year groups and held discussions with subject leaders and pupils.

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The level of work set in lessons is not always sufficiently challenging for all pupils
- There is a good range of externally accredited courses for pupils in Years 10 and 11.
- Marking does not give pupils sufficient help to improve their work.
- The temporary secondary subject leader is working hard to improve planning for the subject.

Commentary

62. Pupils' achievement is satisfactory overall. Pupils are offered a good range of examination opportunities and by Year 11 pupils gain passes at GCSE – over half gaining grades C or above. Year 7 pupils understand fractions and place value. By Year 9 pupils have extended their skills and can estimate area and calculate perimeters and work on division. However, this work is not always challenging and little is marked. Records and pupils' work show that teachers do not adequately link planning and assessment and this results in insufficient challenge for lower and higher attaining pupils. Although there are good examples of assessment in the primary department this varies in quality from teacher to teacher throughout the school. Assessment in Years 10 and 11 is more secure where pupils follow a good range of externally accredited courses. Although pupils based at the Brookfield House Annex make satisfactory progress in lessons they are not making the progress they should. Their skills are not sufficiently well developed over time and there are limited opportunities for them to extend their numeracy skills in other subjects. However, the Numeracy Strategy is used well to develop pupils' mental arithmetic skills.
63. Teaching and learning in mathematics is satisfactory overall. Teachers and support assistants use praise well, which helps pupils feel proud of their achievements. Support assistants help pupils very well enabling them to participate fully in lessons. In the better lessons, teachers identify the learning objectives clearly to pupils and give them the opportunity to review their learning. For example, in a good Year 6 lesson, the teacher used the plenary to ensure that pupils were able to describe what they had learned. They could explain how they could predict the number of colours in a tube. The National Numeracy strategy has been implemented in the primary department and staff have used the principles well in their lessons. However, due to staffing difficulties, similar National Numeracy initiatives have not been introduced in Years 7 to 9. There is an over reliance on worksheets in the secondary department and they are not always annotated to inform pupils how to improve their work.

64. Leadership and management of mathematics across the school is satisfactory overall. A good start has been made by the new, temporary, secondary co-ordinator to improve planning and the joint planning procedures in the primary department are satisfactory. However, as yet there is no whole school approach to the development of mathematics and this prevents staff from sharing the good practice that exists in the school. There has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

65. Pupils have satisfactory opportunities to practise their mathematical skills in other subjects. For example, in a good Year 10 science lesson on the nervous system pupils made estimates and recorded times of reactions. In physical education lessons, pupils are encouraged to count laps and to consider angles when passing the ball in games lessons. However, teachers do not consistently identify opportunities to promote pupils' skills in numeracy in their planning of lessons.

SCIENCE

Nine science lessons were seen across the age range. Work was scrutinised and discussions held with the subject co-ordinator.

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There are high expectations and very good outcomes for the most able pupils.
- The range of accredited courses does not meet the needs of all pupils.
- The subject leader has very good subject knowledge which enthuses pupils and makes lessons fun.
- Assessment and marking are unsatisfactory.

Commentary

66. Achievement overall is satisfactory. In the primary department the youngest pupils are developing an understanding of differences and consider how people vary. Pupils in Years 5 and 6 understand how sound waves work and what are good and bad conductors. In the secondary department achievements are very good for older, highest attaining pupils, but unsatisfactory for the lowest attainers because work is not suitably varied or appropriate to their needs. However, the highest achieving pupils do very well by the age of 16, and this is reflected in their GCSE results when they achieve A to C grades in both double and single science. The teacher's subject knowledge, effective planning and high expectations of these pupils ensure their success. In all lessons the enthusiasm of the teacher and pace of the lessons provides an environment in which pupils enjoy the practical aspects of teaching and learning, and find the experiences fun. This is because relationships between staff and pupils are very positive.
67. The quality of teaching and learning is satisfactory overall. Not all teachers of primary pupils are confident in their subject knowledge and the pace of lessons can be slow. For example in a lesson on light and dark the objectives for the lesson were unclear and opportunities missed to extend pupils' learning. Where teachers' planning is good, for example, in a very good lesson where the teacher introduced the idea of fair tests, pupils in the reception and Year 1 class used their observation and communication skills well to investigate the differences between characteristics of hair, eye colour and hand-span. Higher attainers used their numeracy skills to record their findings and make observations about the data. In an equally good lesson, pupils with hearing impairments and autistic spectrum disorder based at Brookfield House Annex, in Years 4 and 5, were provided with very appropriate activities to reinforce their knowledge of fruits and seeds. For older pupils in the secondary department there is no planning for the wide

range of needs in each class and consequently outcomes of lessons for a few pupils are unsatisfactory. For example, in a lesson with Year 7 pupils, tasks were not well organised and the purpose of the lesson not made clear and this hindered pupils' learning and rate of progress. In a lesson on chemical reactions with Year 11 pupils, the lowest attaining pupils struggled to complete the written tasks because of their lack of literacy and communication skills, in spite of support from the welfare assistants. This was because the lesson had not been planned with their specific needs in mind. In all lessons teachers provide good opportunities for pupils to use their speaking, communication and listening skills in discussions. Lower attainers are supported well by the welfare assistants, and join in enthusiastically in whole class discussions of their findings.

68. Assessment is unsatisfactory overall. Although staff know their pupils well, there is too much reliance on evaluating progress through questioning and oral response, which is not recorded on a systematic basis. Consequently there is an inconsistent approach to tracking pupils' achievements, so the detail of their progress in science is not recorded coherently. Scrutiny of pupils' written work shows that, because work is often undated, rates of progress cannot be evaluated. There is no grading of their work or appropriate annotation by which pupils can be advised of their progress and targets set for improvement.
69. Leadership and management by the subject leader are satisfactory. There is appropriate liaison between the science coordinators in the primary and secondary departments which ensures that there is planning for an appropriate curriculum as pupils move from Year 6 into Year 7. Improvement since the previous inspection is satisfactory because resources have improved and outcomes for the highest attaining pupils are now very good. But the curriculum for the lowest attaining pupils in Years 10 and 11 is unsatisfactory, and the current accredited programme of Entry Level GCSE is not appropriate for their needs.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Three lessons were seen and inspectors also considered information and communication technology being used during lessons in other subjects.

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy using ICT and their attitudes towards the subject are very good.
- Older pupils have the opportunity to take a GCSE in ICT.
- Procedures to assess and record pupils' achievement are inconsistent.
- Planning for the curriculum is appropriate.

Commentary

70. Pupils make satisfactory progress in developing their ICT skills. Younger pupils in Years 1 to 6 enjoy using computers and are able to load programmes and successfully follow instructions displayed on the screen. In Years 7 to 9, pupils can search the internet and choose relevant text and images to download and use in a presentation software package. Older pupils in Years 10 and 11 follow a good range of examination courses, including entry level and GCSE courses. This enables their achievements to be recognised through external accreditation. This is a satisfactory improvement since the previous inspection, when the progress of pupils was also judged to be satisfactory. Pupils based in the Brookfield House Annex do not make the progress they should because of limited time for specific ICT lessons and there are insufficient opportunities for pupils to develop their ICT skills in other subjects.
71. Teaching and learning are satisfactory overall. Teaching assistants support pupils very well in enabling pupils with physical disabilities to access ICT equipment. For example, they position pupils correctly to allow them to use the touch screens and tracker balls to control the cursor. In the best lessons there is a good balance of activities. Questioning is used regularly to

challenge and check understanding and sustain a good pace to learning. Assessment of pupils' progress in the subject is satisfactory overall. However, records of pupils' progress are not being used consistently to inform planning or to effectively track pupils' progress as they move through the school.

72. The subject is led and managed satisfactorily overall. The subject co-ordinators have ensured that there is planning for what should be covered in each year group based on national requirements. Resources are satisfactory and the school is increasing the number and range of software titles which support pupils' learning in other subjects. However, accommodation is unsatisfactory.

Information and communication technology across the curriculum

73. The use of ICT in the teaching of other subjects is satisfactory. Pupils are able to use a range of software confidently to support their learning in other subjects. For example, in English younger pupils are able to follow a story on the screen and to pause it to access help in recognising words they do not understand. In mathematics lessons, pupils enjoy using programmes that test their knowledge of multiplication.

HUMANITIES

History and geography were sampled. One lesson was observed in geography with pupils from Year 9, and two lessons observed in history with pupils from Year 6. There is insufficient evidence to make judgements on the provision for these subjects. Two lessons were seen in religious education. Discussions were held with staff and pupils' work scrutinised.

HISTORY AND GEOGRAPHY

74. The curriculum for history and geography ensures that pupils are provided with systematic opportunities to build their knowledge of the world around them. Pupils learn about the passage of time through daily routines, and about events in the recent and more distant past. In Year 6, pupils are studying Ancient Greece, and in particular the Olympic games. The learning is linked well to the pupils' own understanding, for example of local stadiums. In geography, pupils in Year 9 are mid-way through learning about the rainforests, and making comparisons for example to their immediate area, Epping Forest.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers' good subject knowledge ensures that pupils of secondary age make good progress.
- The quality of planning for primary aged pupils is inconsistent.
- Leadership of the subject has ensured there is a good range of resources.

Commentary

75. Pupils' achievement is satisfactory overall. It is good for pupils in the secondary department but less effective for pupils of primary age. Pupils in Years 7 to 11 cover a wide curriculum which ensures that they develop a good understanding of the different religions of the world. They recall details of previous work, for example, Year 11 pupils know which religious groups have celebrations over the Christmas period. Pupils are interested and keen to be involved, working hard to produce a Christingle assembly whilst pupils in Year 9 work well together to develop an understanding of the St Lucia festival. Primary aged pupils show an understanding of different religions, for example looking at the different Hindu gods and Divali. All pupils develop a good understanding of different religious celebrations through whole school activities such as a joint harvest festival and an Eid party.

76. Teaching and learning is satisfactory overall. It is good for pupils in Years 7 to 11 and satisfactory for those of primary age. Confident subject knowledge ensures that pupils have good opportunities to discuss and consider a wide range of topics and are encouraged to think through their ideas about god and different religions. At times, though, there is an overuse of worksheets which limits pupils' opportunities to record their ideas in detail. Teaching is less effective in the primary department. Resources are not always used well and lessons are not made interesting. For example in a Year 2 lesson, instead of using a big book, which all pupils could see, the teacher showed each child pictures of the nativity scene from a small book. This slowed the pace of the lesson and pupils' interest was not maintained. There is limited evidence of ensuring that work is matched to pupils' different abilities other than through the support of the assistants.
77. Leadership and management are satisfactory overall. The secondary subject leader has worked hard to produce a good curriculum and resources for pupils. However she has no responsibility for the primary department and as a result primary teachers are not making use of her expertise and the resources available. Progress and achievement are similar to those reported in the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Art and design was sampled. Two lessons were observed with pupils in Years 8 and 9 and discussions were held with staff and pupils about their work.

78. Pupils have a wide range of good opportunities to develop their artistic skills as they move through the school. Although there were insufficient lessons seen to make an overall judgement on teaching and learning, evidence from displays and pupils' work shows that many are developing good skills in art and design. The subject leader is knowledgeable and secure in teaching the subject, thus enabling the pupils to have precise technical support in their work. Pupils have good quality portfolios with examples of their art work.

Music

There is no judgement on the provision for music as this subject was sampled during the inspection. One lesson was observed, discussions were held with the co-ordinator and policies and planning scrutinised.

79. The curriculum for music is good. In the one lesson observed teaching and learning was good, and pupils benefit from the expertise of the teacher. However, although assessment is in place it is in need of development across the school. There are good opportunities within school for performing in assemblies. There are also workshops by professional musicians in school and in London as well as visits, for example, to see Peter Grimes at the Royal Opera House.

Physical Education

One lesson was seen. No judgements have been made about teaching and learning and there was insufficient evidence on which to base secure judgements about pupils' achievement over time.

80. Scrutiny of teachers' records, discussions with pupils and photographic evidence indicates that pupils of all ages are involved in a good range of learning opportunities. The school makes good use of local facilities for swimming and has good links with outside clubs including Leyton Orient Football club and the London Community Cricket Association. Pupils participate in local competitions in Boccia and table cricket. In the lesson seen, pupils developed their understanding of the rules of rugby football. Due to very good support all pupils were able to participate in a very enjoyable game of "touch rugby".

81. The accommodation for physical education is unsatisfactory and limits the range of activities that can be delivered to pupils. The hall is used for storage of tables and chairs and it is also used as a general thoroughfare and this causes distractions to pupils involved in lessons. The school has limited grounds and the outdoor areas are not suitable for teaching games such as football.

TECHNOLOGY

Design and technology

No overall judgement can be made as only one lesson was seen in design and technology. However three lessons of food technology were observed and pupils' work and planning documents were scrutinised and a discussion was held with the food technology co-ordinator.

Food Technology

Provision for food technology in Years 7 to 11 is **very good**.

Main strengths and weaknesses

- Teaching is very good and as a result learning and achievement are also very good.
- Lessons are consistently very well planned and structured.
- Pupils have very positive attitudes to work and they are very well motivated.
- The subject is very well led and managed.

Commentary

82. Pupils in Years 7 to 11 make very good progress and achieve very well because teaching and planning are very good. By the end of Year 11, pupils have gained a very good range of externally recognised qualifications with one pupil achieving an A* in their GCSE examination in food and nutrition studies. All pupils leave school having passed the certificate in basic food hygiene. Pupils are proud of their achievements and displays around the class and in neighbouring corridors celebrate their success very well.
83. There are very high expectations of all pupils. Relationships are very good between pupils, support staff and the teacher. For example, because of the very good relationships in a Year 11 practical lesson, pupils respond very positively to the teacher's high expectations and achieve very well. The teacher displays good subject knowledge and constantly involves pupils in discussion about techniques in cooking, food preparation and the appropriate use of kitchen equipment.
84. The teacher leads the subject very well. Assessment is good and careful records are kept of pupils' achievement. There is good, specialist accommodation for food technology and the room is well equipped and well ordered. Improvement since the last inspection is good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

Five lessons were seen in personal, social, health and citizenship education and two lessons were seen in life skills. A variety of other activities were also observed and contributed to the judgements made.

Provision for PSHCE is **satisfactory**.

Main strengths and weaknesses

- Pupils in the secondary department achieve well because they follow a well planned curriculum which is delivered through stimulating lessons.
- Pupils in the primary department and at the Brookfield House Annex do not have sufficient taught time and there is not a suitable curriculum in place for all pupils in the primary department.
- Pupils in Years 10 and 11 follow courses leading to nationally recognised awards.
- The school places a good emphasis on the importance of following a healthy lifestyle and has recently been awarded a 'Healthy School' award.
- Support assistants are effective in promoting pupils' personal and social development.
- Leadership and management of the subject are variable and do not ensure a consistent approach throughout the school.

Commentary

85. There is little PSHCE on the timetable for the majority of pupils in the primary department. PSHCE is taught through other subjects such as religious education and in activities such as 'fruit and drink' time and making choices at lunchtime. The quality of planning is variable in the different classes. In several classes, activities such as 'fruit and drink' time, which are the main method for delivering the PSHCE curriculum, are merely an opportunity for pupils to have a healthy snack. This means that pupils' personal, social and health education is not promoted well. There is little evidence in pupils' work of achievement in PSHCE. The small amount of work available is not always finished or marked to show what pupils did and how much support they needed to complete the task. Pupils' targets are too broad and unspecific. This means that it is not clear what tasks pupils need to do or how teachers will know if they have achieved the tasks. However, pupils make satisfactory progress overall because of the good emphasis on personal and social development in assemblies and other activities. For example, at lunchtime they are given good support from support assistants and kitchen staff to help them learn to make choices about what they want to eat. These staff have very good relationships with the pupils and are effective in encouraging pupils to take responsibility for their own learning. For pupils based at the Brookfield House Annex, planning for personal and social education is in place, but the time allocation for teaching the subject is inadequate. Daily personal and social education sessions are confined to social skills for all age groups and one twenty minute lesson per week. Citizenship skills are undeveloped and the programme omits to address deaf awareness.
86. In the secondary department pupils' achievements are good. They have an interesting curriculum which includes a good emphasis on preparing them to be good citizens. Teaching and learning are good. Pupils in Years 10 and 11 are following a course which leads to the Entry Level award in citizenship. Through PSHCE lessons the pupils develop a good understanding of the impact of their behaviour on others and learn how to be responsible for their own actions. For example, a pupil in Year 7 clearly understood what it means to be unkind to others and has written his own targets to improve his behaviour. Year 9 pupils have learned about road safety and safety in the home. PSHCE promotes the pupils' moral development well through considering issues such as the need to recycle rubbish. Teachers are skilled at leading discussions which promote pupils' understanding and ability to use appropriate vocabulary to discuss topical issues. An example of this was in a citizenship lesson for Year 11 pupils where they were developing a good understanding of phrases such as petition.
87. Pupils' PSHCE is supported through other activities such as assemblies and the School Council. However, at the present time only secondary aged pupils are involved in the School Council. The school has recently been awarded a 'Healthy School' award and places a good emphasis on helping pupils to understand the importance of healthy lifestyles. For example, pupils are given healthy snacks such as fruit at break time. Lower attaining pupils in Years 10 and 11 are prepared well for living in the community through their ASDAN life skills course. An example of this was in a lesson for pupils in Year 11 when they made good progress in skills such as checking and adding up till receipts to check how much they had spent on a recent

shopping trip. As PSHCE was not reported at the previous inspection it is not possible to make a judgement on improvement or otherwise in the provision.

88. Leadership and management are satisfactory overall. It is better in the secondary department because the subject is well planned and the subject leader provides a good role model for other teachers. She has observed the permanent teaching staff and done some joint teaching to promote particular areas such as sex education. Although the head of the primary department has observed teaching, monitoring of the subject in the primary department is not sufficiently rigorous to maintain high standards and ensure that statutory regulations are met. For example, at the present time there is no planned provision for sex and relationships education at the Brookfield House Annex. The lack of effective liaison between the primary and secondary departments means that the good practice evident in the secondary department is not shared.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3);

satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

* In a special school such as this, 'standards achieved' are judged in relation to pupils' individual targets and not in relation to national standards.