

# INSPECTION REPORT

## **EAST HARTFORD SCHOOL**

Cramlington

LEA area: Northumberland

Unique reference number: 122388

Acting Headteacher: Mrs Helen Shaw

Lead inspector: Charles Hackett

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> September 2004

Inspection number: 268560

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: 4-11  
Gender of pupils: Mixed  
Number on roll; 41

School address: Scott Street  
East Hartford  
Cramlington  
Northumberland  
Postcode: NE23 3AR

Telephone number: 01670 713881  
Fax number: 01670 737199

Appropriate authority: Governing Body  
Name of chair of governors: Mr Derek Raffle

Date of previous inspection: 15/3/1999

## **CHARACTERISTICS OF THE SCHOOL**

East Hartford is a primary day school for boys and girls with a wide range of special educational needs. Historically the school catered for children with moderate learning difficulties. In addition to these pupils it now also admits pupils with severe learning difficulties, emotional and behavioural difficulties (EBD), speech and language problems and autistic spectrum disorders (ASD). The number of pupils on roll has been reduced to 41 because of the increased complex needs of its current pupils. All pupils at the school have a statement of special educational need.

The school can take pupils of pre-school age but currently there are no pupils of this age and there are no pupils for whom English is an additional language.

The headteacher for the last five and a half years left at the end of last term to take up the headship of a much larger special school. Currently the deputy headteacher is the acting headteacher and the governors intend to appoint a permanent headteacher for the start of the next term.

## INFORMATION ABOUT THE INSPECTION TEAM

Member of inspection team		Subject responsibilities	
21081	Charles Hackett	Lead inspector	Mathematics, physical education
19693	Sally Hall	Lay inspector	
33710	Denise Fox	Team inspector	Science, information and communication technology, art and design, music, design technology
21822	Helen Maskew	Team inspector	English, religious education, personal, social and health education, history, geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

East Hartford is a **very good** school that is developing its expertise very well to meet the needs of pupils with a wide range of special educational needs. The quality of care is very impressive and the very good teaching ensures that overall pupils make very good progress. Leadership and management are very good, governance is good and the school provides very good value for money.

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

- The school has a very professional and dedicated staff team, determined to do the best they can for all its pupils.
- Very high quality care has helped establish a very positive learning atmosphere in the school.
- Pupils' achievements are checked very carefully and lessons are planned very well to build on these.
- Very good leadership and management have successfully empowered all staff to contribute to the management and development of the school.
- A very good school based curriculum is enhanced by excellent additional learning experiences.
- A very few recently admitted higher ability pupils are not always set sufficiently challenging work.
- There is a very clear school development plan, but there is not an established link between this and expenditure.
- Governors give very valuable support to the school but there are weaknesses in how they carry out their duties.

Improvement since the previous inspection in 1999 has been very good. Pupils' achievements, teaching and the curriculum have all been enhanced. Recent building work has improved the accommodation and very good professional development opportunities for staff have extended their skills to deal with the changing needs of the pupils the school now admits. Weaknesses, though, identified previously in governance have not been fully addressed.

### STANDARDS ACHIEVED

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

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

Pupils' overall progress is **very good**. This is clearly evident in the information available on the national assessment system the school uses (PIVATS). Pupils make very good progress in improving their communication skills and in other aspects of English. This is largely as a result of the emphasis placed throughout the school day on developing pupils' speaking and listening skills. Achievements of pupils are also very good in art, science, information and communication technology (ICT), religious education, physical education and their personal, social and health education (PSHE). Progress in mathematics is good, although a few pupils with higher ability levels are not achieving to their full potential. Pupils' personal development is **very good**. This is demonstrated clearly in the records maintained by staff, which show that pupils are now more independent and have much improved social skills. Their spirituality is developed effectively

through subjects such as art, religious education and assemblies. Pupils' attitudes and behaviour has improved considerably and overall are very good. Their attendance has also improved and in comparison with similar schools pupils' attendance is good.

### **QUALITY OF EDUCATION**

The quality of education is **very good**. This is because the school gives careful attention to ensuring that pupils are able to achieve very well. The quality of teaching and learning are very good. The planning of what pupils will study during each year and for individual lessons is of a very high quality. Staff work very effectively together and as a result pupils are consistently supported during each lesson. Teachers seek to match the tasks set with pupils' different special educational needs. There are, however, a very few recently admitted pupils with the potential for higher achievement who would benefit from the setting of more challenging tasks, particularly in mathematics. Pupils' literacy, numeracy and ICT skills are developed very well in the teaching of all subjects. The curriculum offered to pupils is **very good**. Their learning is enhanced by the excellent additional learning opportunities offered by the school. These include trips to places of interest that link very well with topics covered in lessons. Residential trips develop pupils' physical skills as well as their social skills. Lunchtime clubs, Saturday clubs and holiday activities all make significant contributions to pupils' personal development. Following completion of the extension work the accommodation is now good and further enhanced by the work undertaken to develop different play areas around the outside of the school building. The school hall though is very small, which makes it difficult for indoor physical activities. Links with parents and the local community are very good and have been used very effectively to support the school's work. Links with other schools are very good and they have led to a few pupils transferring back to mainstream schools.

### **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The headteacher who left recently and the present acting headteacher have both shown considerable ambition and determination to develop the effectiveness of the school. They have empowered the staff to take on responsibilities and helped create a highly effective and committed staff team. This has resulted in the school being able, despite its relatively small size, to deal effectively with pupils who between them have a wide range of special educational needs. The governors under the passionate leadership of its Chair have been very supportive of the school, particularly in relation to fundraising and the development of links with the local community. However, governors are not linking expenditure sufficiently closely to the school's priorities for development and are not sufficiently aware of the school's strengths and weaknesses. In addition there are a few pieces of information that are statutory requirements that have not been provided in their annual report to parents.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very positive about the work of the school. They talk enthusiastically about how the school has had a major influence on the all round development of their children and their understanding of the world around them. They report that the quality of care and concern shown by all staff is of a very high standard. Pupils also talk enthusiastically about the school and highlight how much they enjoy the many activities, including the lunchtime clubs and residential experiences.

### **IMPROVEMENTS NEEDED**

**Within the context of this being a very good school the school should:**

- Increase the challenge in the tasks set, particularly in mathematics, for those very few pupils recently admitted with the potential for higher achievement.
- Make more immediate use of the money allocated to the school to support the identified priorities in the school development plan.

**To meet statutory responsibilities the school needs to:**

- Ensure that the governors' annual report to parents includes all legally required information.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils' overall achievement is **very good**.

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

- Almost all pupils make very good progress in developing their communication skills because of the emphasis the school places on this area of work.
- Careful monitoring of pupils' progress and the planning of lessons contribute greatly to pupils' very good achievements.
- A very small number of recently admitted pupils with severe emotional and behaviour difficulties (EBD) are not making progress quite at the same rate as other pupils.
- In physical education pupils make very good progress largely because of the excellent opportunities to participate in a wide range of activities.
- Very high quality teaching and excellent displays in the school demonstrate pupils' very good achievements in art.

#### **Commentary**

1. Developing pupils' communication skills is a priority of the school. Speaking and listening skills are developed well because of the very positive atmosphere and encouragement given to pupils to express themselves either in or out of lessons. There are very good links with the speech therapist and, when recommended, staff are careful to implement individual programmes. Lessons usually start with pupils sitting together, speaking and listening with staff. In Year 2 the start of each day involves a pupil taking the register and staff encourage other pupils to respond when their name is called. In the class for Year 6, lessons such as a religious education lesson described in the religious education section of the report successfully encourage all pupils to put forward their own ideas and listen to the views of others.
2. Pupils' progress is very good in all aspects of English, science, ICT, religious education and personal, social and health education. A major factor in this is the detailed planning to meet pupils' different special needs and build on the skills they have already mastered. An example of this is the very good progress pupils make in ICT. In Year 2 pupils become confident in using a mouse and by the time they reach Year 6 they are able to use complicated software programmes and the internet successfully. The positive link between the recording of progress through the use of PIVATS and the setting of targets for each pupil's individual education plan is effective and enables pupils to show their very good progress through the achievement of the targets set for them.
3. Pupils make good progress in mathematics. This is greatly helped by the strategies teachers use that enable pupils to learn through undertaking practical activities. However, a few recently admitted EBD pupils, who have the potential for higher achievement are at times not achieving as well as others because their behaviour difficulties occasionally prevent this and the tasks set for them are not sufficiently challenging.
4. Achievement in physical education is very good. The school ensures that all pupils experience a wide range of activities, either in physical education lessons, at lunchtimes and whilst taking part in residential experiences. Organised games of hockey and basketball greatly enhance pupils' ability to play in a team game. In addition it is highly commendable that all pupils who have left school in recent years have learnt to swim.

5. Very high quality teaching of art results in pupils achieving very well. A good range of techniques are taught and pupils are given very positive encouragement to try to produce a wide range of different finished pieces of work. In addition the school places a considerable emphasis on very high quality displays and these encourage and motivate pupils, and help them appreciate the quality of their achievements.

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

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

### **Main strengths and weaknesses**

- Pupils relate very well to each other and staff, and this contributes greatly to the positive atmosphere in the school.
- Although, overall the behaviour of pupils is very good there are a few pupils with emotional and behavioural difficulties (EBD) whose behaviour is not as good.
- Pupils respond very well to the opportunities designed to help with their spiritual, moral, social and cultural development.
- Pupils willingly accept the variety of opportunities there are for them to take on responsibilities.
- Attendance rates are good and above those found in similar schools.

### **Commentary**

6. The positive relationships pupils have with each other enable them to work together in class very well. Pupils with a range of special needs co-operate well and are usually well focused on the tasks set for them. In lessons pupils listen to each other, take turns and at breaktimes they generally mix and play well together. Pupils clearly like the staff, follow the daily routines of the school very well and almost always respond well to what adults say to them.
7. The very positive management of pupils' behaviour contributes to their positive attitudes to learning and consequently their overall progress. Pupils' records show that prior to joining the school many had behaviour difficulties. However, almost all make very good improvement in their behaviour. They understand the difference between how they should behave at work and play; showing very good behaviour in lessons and then reacting appropriately at playtimes, particularly during the lunchtime clubs where they enjoy the fun element of each activity. There are, however, a very small number of recently placed EBD pupils, whose aggressive and disruptive behaviour at times impacts on their progress. There have been no exclusions in recent years and this is a reflection of the commitment of staff to working effectively with all the pupils.
8. Considerable attention is given to pupils' personal development. There are prayers at assembly and lunchtime and religious education lessons help pupils develop their spirituality. For example, in an excellent Year 6 lesson pupils listened to calm music and stared at a candle to help them think about special people. Pupils responded with 'awe and wonder', quietly reflected on the task and produced mature responses. Pupils have also visited 'Bede's World' where they appreciated the aesthetics of beautiful stained glass windows and learned to walk quietly near an altar. Older pupils take on responsibilities to support younger pupils willingly and well. For example, Years 5 and 6 pupils at times support individual pupils in Year 2 and older pupils sit and have their lunch with younger pupils.
9. Themes from assemblies are, also, used very well to support pupils' moral and social development. For example, an assembly that focused on encouraging pupils to be polite by

using 'polite words' was reinforced by staff in lessons throughout the week. Class discussions, such as circle time, make a significant contribution to pupils' moral understanding. In a session for older pupils one pupil was able to express that 'telling the truth makes you feel better'. Lunchtime clubs are thoroughly enjoyed by pupils and help them learn to socialise with their peers in appropriate ways. A range of subjects are effective in encouraging pupils to consider cultural aspects. For example, Year 4 pupils have studied the Hindu festival of Diwali in religious education and in art pupils made a Chinese dragon as part of a project on the Chinese New Year.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data:	4.4%	School data :	0.6%
National data:	8.2%	National data:	1.8%

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

10. Most pupils enjoy school and attend regularly. Nearly all authorised absences are due to illness, and the school endeavours to contact home if a pupil's absence has not been explained. Pupils arrive by school transport in good time. They are eager to come into school at the start of the day and after breaks so lessons begin promptly.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a **very high quality of education**. Its professional and dedicated staff team seek to enable all pupils to achieve as well as possible. Teaching and learning are **very good** and the curriculum is also **very good**. The way this is enhanced and made interesting is **excellent**. The quality of care, support and guidance is **very good** and links established with parents, the community and other schools are also **very good**.

**Teaching and learning**

Teaching and learning throughout the school are **very good**. The quality of assessment is also **very good**.

**Main strengths and weaknesses**

- Lessons are very carefully planned and almost always careful attention is given to setting tasks that match pupils' ability levels.
- Activities and lessons are often of a practical nature and imaginative, successfully engaging pupils in learning.
- Teachers, support assistants and volunteers all work together very well as a team.
- Staff are very sensitive to pupils' needs and almost always manage pupils behaviour very well.
- On a few occasions tasks set do not offer sufficient challenges for the higher ability pupils in the school.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	10	7	3	0	0	0

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

**Commentary**

11. The consistently very high quality teaching ensures that pupils make very good progress. Lesson planning is very detailed and shows both what pupils are expected to learn over time and what will be covered in each individual lesson. What teachers want pupils to learn in lessons has very good links with the knowledge staff have of pupils' different ability levels and their special educational needs. All teachers have followed detailed professional development programmes and developed their skills through training in initiatives such as the National Primary Strategy. This training has proved effective in ensuring that all teachers are very consistent in their approach and as a result, pupils as they progress through the school, experience the same very high quality teaching.
12. Teachers seek to make lessons interesting and learning enjoyable. Often practical activities are planned and these encourage pupils to participate and work hard. Activities range from Year 4 pupils counting coins and buying small imitations of groceries from the teacher to Year 6 pupils in an English lesson describing the differing sensations they feel when sucking a sherbet lemon. Staff are very imaginative in their choice of activities to encourage pupils to engage in discussions. For example, in Year 6 the teacher used two large hand puppets – 'Spike' and 'Bubbles', to act out a 'Punch and Judy' type scene. This led to an interesting discussion amongst pupils about whether they should own up if they ever did something wrong. Pupils were very keen to put forward their ideas, but still listened to the different views of others. Staff use ICT effectively in all classrooms. For example, in the Year 2 class, pupils are able to work individually on short programmes that reinforce what pupils are expected to learn in lessons, whereas in the Year 6 class, pupils are able to undertake research on the internet to assist them in their studies.
13. A major strength of the school is the excellent working relationships between all staff. Teachers, various support assistants and volunteers work together to make very effective teams. Teachers are careful to involve other staff in the planning of activities and discussions about pupils' progress. Although each adult has a defined role to play they do when required use their initiative to deal with different situations. For example, the support assistant in the class for Year 2 is particularly effective in working with an ASD pupil with extreme difficulties. All staff have very good relationships with pupils. This means that each adult knows all the pupils well and can therefore work with different individual pupils or with groups. This provides consistency for pupils even if there are staff away through illness.
14. Staff are very aware of the need to settle pupils at the start of each lesson, especially if they have come into the class in an excited condition after a breaktime. Behaviour management strategies are almost always effective. The only occasions when this isn't so, is when dealing with the recently admitted pupils with severe emotional and behavioural difficulties. This applies more to the Year 5 class and in addition, at times, these pupils are not sufficiently challenged by the work and as a result fail to make the progress of other pupils. The overall effectiveness of teaching has improved since the previous inspection and through training staff are actively seeking to ensure that their teaching styles are equally effective for pupils with different special educational needs. For example, staff have looked closely at specialist teaching strategies for ASD pupils and the school development plan shows how this will be extended this year.

## The curriculum

The curriculum is **very good**. Additional activities that extend the curriculum are **excellent**. Pupils' learning is supported by **good** accommodation and resources.

## Main strengths and weaknesses

- The curriculum is flexible and planning is based on the differing special needs of the pupils.

- There are very good links between all the subjects of the curriculum.
- Very good use is made of literacy across all subjects in the teaching of all other subjects.

## Commentary

15. The very good curriculum represents good improvement since the last inspection. It meets all statutory requirements, including the teaching of religious education. The core subjects of English, maths, science and ICT are well developed. The youngest pupils in Years 1 and 2 enjoy a very good curriculum, which is appropriate and relevant. It is based on elements of both the Early Years Curriculum and the National Curriculum well adapted to meet the range of differing learning needs exhibited by pupils. Although taught time in lessons is below national recommendations throughout the school, the school uses lunchtimes and breaktimes well for developing aspects of pupils' personal development, such as sharing, making choices and communal eating and drinking and physical activities. Older pupils enjoy a curriculum which is flexible, links all subjects well, and is underpinned by an emphasis on communication and personal development.
16. The school provides an excellent variety of activities that extends pupils' learning opportunities. Teachers take good advantage of local amenities and places of interest to provide pupils with interesting experiences. Visits are well planned to stimulate, challenge and encourage pupils to look outwards from the school and discover more about themselves and the world around them. For example, they have been studying the bridges across the River Tyne and produced imaginative work which they have displayed. A residential experience is available to all pupils and they also have the benefit of a Saturday activity club, which also operates in the Easter and summer holidays and is run by members of staff. This wide range of activities makes a significant contribution to pupils' personal, social and health education.
17. The accommodation and learning resources are good, and support pupils well in their learning. The good links the school has with the local community have resulted in the development of an imitation railway station and decorative murals in the playground, which brighten the environment and provide imaginative play areas for pupils. The newly built accommodation is also bright and attractive, and effective use has been made of a mobile classroom, which now provides a very good base for design and technology, art and food technology. However, the school hall is small and makes the teaching of physical education difficult.
18. There is a good match of teaching and support staff to meet the needs of the pupils. Teachers and teaching assistants are developing their skills in the management of new pupils entering the school who have additional special educational needs. These include younger pupils with severe communications difficulties and older pupils with emotional, social and behavioural difficulties. Teaching assistants complement the teaching staff, and make a significant contribution to the quality of teaching and learning. Teamwork with other professionals, such as the speech and language therapist, is of a high quality.

## Care, guidance and support

The procedures for the care, welfare and health and safety of pupils are **very good**. The support and guidance provided for them are also **very good**. The ways in which the school seeks and values the views of pupils is very good.

## Main strengths and weaknesses

- This school is a very safe environment, where each child is known and very carefully supported.

- The progress pupils make in their learning and personal development is very carefully monitored.
- Pupils' attendance, their attitudes and behaviour improve as a result of the very positive support they receive from staff.
- Pupils are encouraged to take a full part in the life of the school.

## Commentary

19. The school is a safe environment due to the very careful attention given to health and safety by both senior staff and governors. Governors monitor risk assessments and these are carefully undertaken for the many activities that pupils undertake whilst off-site. In addition training is provided for all staff in the driving and supervision of pupils in the school minibus. There is a nominated child protection officer and all staff have received up-to-date training. Meticulous records are kept for first aid and the medical needs of pupils, medication is kept securely and there are very detailed instructions for the administration of any medication that individual pupils may require. There are emergency first aiders in each classroom and a qualified first aider in the school. Procedures are very clear about dealing with any medical requirements and information is passed on quickly to parents.
20. The school's procedures to record pupils' progress using the PIVATS scheme has ensured that there is accurate information to monitor pupils' progress both in their learning and personal development. These records have enabled staff in discussions with pupils to set clear precise targets for pupils' improvement. Progress is analysed by staff and actions taken where this is felt necessary.
21. The improvement pupils make with their attendance and their attitudes and behaviour is very much as a result of the individual attention and very clear, consistent approaches adopted by all staff. The school's policies related to behaviour place emphasis on the quality of relationships as the 'major determinant' of good behaviour and the atmosphere in the school reflects this. Staff know the pupils and use this knowledge to offer frequent praise and encouragement. Staff emphasise the positive aspects of behaviour frequently and are consistent in applying rewards, such as stamps and stickers, and sanctions, such as 'time owing' or missed breaks. Each class group has extra reward and sanctions systems in place appropriate to the pupils in that group. Parents report that attending school is not a problem and on the rare occasions where there may be a difficulty, staff take prompt action, which can include a visit to home to collect and bring children into school.
22. It is clear that staff listen to the views of pupils and show them respect and give value to their comments. Pupils are given good opportunities to be involved in the life of the school. Selected pupils from each class sit on an 'eco forum'. This group has regular meetings with the headteacher and a governor to talk about how the school can be more environmentally friendly by, for example, picking up litter and recycling. Pupils are given jobs to do such as taking the activity register to other classes and being responsible for switching the music off in assembly. Older pupils willingly take responsibility for younger pupils at break and transport times. Where appropriate, pupils contribute to and attend their annual reviews.

## Partnership with parents, other schools and the community

The school links with parents and the community are **very good**. Its partnership with other schools is **good**.

## Main strengths and weaknesses

- The school successfully involves parents in its work and communication between school and home is very good.

- The parents hold the school in high regard and provide positive support.
- The school has developed very good partnerships with local agencies and employers.
- The school works hard to provide an effective reintegration programme for pupils who are ready to return to mainstream education.
- Links with other schools improve teachers' knowledge and contribute to pupils' achievement.

## Commentary

23. Parents feel very welcome in school and value the approachability of staff. Even though many parents live considerable distances from the school, staff and parents communicate very effectively. Parents appreciate the way staff are very willing to discuss their concerns when parents telephone or call in at the school. Staff also contact parents both to celebrate success or when there are difficulties. Home visits are made by staff when necessary and these prove to be very beneficial. The home-school books are a very effective means of day-to-day communication between staff and parents. Staff are very keen to reward success. For example, postcards are sent home to celebrate pupils' special achievements. The school provides parents with good information about how their children are getting on. The pupils' reports which are prepared for the annual reviews are good. Staff also send home information about what the pupils will be studying and make helpful suggestions to parents about how they can work with their children at home.
24. Parents and carers are very pleased with the work of the school. They feel that their children have blossomed during their time at East Hartford. At the pre-inspection meeting one parent said that *'I would never have dreamt that the bairn would be able to take such a part in the world'*. Parents provide valuable help in school and assist on visits. Parents' commitment is particularly evident from the fact that they all attended their child's annual review last year. Parent governors are very supportive of the school and other families have helped to improve the school grounds.
25. The school has established a very good partnership with the local community and these links have a positive impact on pupils' achievements. Valuable links with local employers have resulted in funding and volunteers for the development of the adventure playground, which is used by local children outside of school hours. Staff provide much needed support for families by working closely with social services in establishing Saturday and holiday Clubs. Visitors such as a group of African drummers enrich the curriculum and the wide range of trips and residential visits enable pupils to develop their social skills as well as their knowledge of the world around them.
26. The school has developed very close links with a local middle school to provide a beneficial reintegration programme for pupils who would benefit from a mainstream education. The school is making very efficient use of staffing and resources, but its desire to support more pupils in the scheme is limited by restrictions in funding. Through its partnership with other local schools, the school provides good opportunities for staff to share expertise, for example on behaviour management strategies and teaching of the foundation stage. The school has developed good links with the local special secondary school and parents value the arrangements which ensure the smooth transfer of pupils from one stage of their education to the next.

## LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **very good**. The governance of the school is **good**.

### Main strengths and weaknesses

- Senior staff are ambitious for the school to be successful and for all pupils to achieve well.
- The school is very proactive in seeking effective ways to meet the changing special needs of the pupils that it now admits.
- All staff successfully take on responsibilities and manage these very effectively.
- Governors are very supportive and have had a major impact on the school's development but lack effective systems to monitor its work and expenditure.

## Commentary

27. Although the school is in an interim period following the departure of the previous headteacher at the end of the last term and awaiting the appointment of a new headteacher next term, it is still being well led and managed. School documents and discussions with staff, governors, parents and pupils show clearly that the previous headteacher was an inspirational leader to all and had worked tirelessly for the development of the school. His deputy, who is now the acting headteacher, is successfully ensuring that the school continues to provide a high quality of education.
28. All staff have embraced the challenge faced by the school as a consequence of the changing nature of the pupils currently being admitted. The school has reviewed its practices and extended its skills to deal effectively with the range of special needs that these pupils have. Much has been achieved and a very good strategic plan for the next two years shows what is planned for the future. Professional development has been highly effective and has extended the skills of staff. At the forefront of the school's development has been the desire for pupils to achieve as well as possible. This has led to positive developments, such as the introduction of PIVATS, which is helping staff track the progress pupils are making. It has also led to the extension of resources, for example, those for ICT, as well as improvements to facilities such as the creation of different playground areas.
29. Management in the school is very strong. All staff have responsibilities and manage these very well, whether these are for specific subjects or for aspects such as first aid or the training of staff to use the minibus. The impact of this has been that, although the school is relatively small in size, it has still been able to offer a full and very effective education to pupils with a wide range of special needs. Senior staff, together with governors have shown a real determination to carry forward the recent building work. This involved considerable lobbying as well as the raising of funds. This has been highly effective as the accommodation has been improved considerably and is now of a high quality.
30. A major strength in the leadership and management of the school has been the open and collegiate approach taken by the senior staff. All staff have been encouraged to develop their skills and take on responsibilities. Very high quality leadership has been successful in creating a dedicated, hardworking staff team. This has involved all staff, including the dinner ladies who are also the cleaning team.
31. Governors are passionate about the school and their governance is judged to be good because of the significant contribution they have made to key aspects of the school's development. The Chair has a long association with the school and has used his local knowledge well to help develop the very good links that there are with the local community. Governors have also made considerable contributions to fundraising for the new buildings and have offered advice and support during the carrying out of the work of the buildings.
32. Governors, though, have not fully addressed the weaknesses in governance highlighted in the previous inspection report. An examination of the minutes of their meetings shows that they too readily accept the reports of staff without gaining first hand knowledge of the school's strengths and weaknesses. In addition a few items of information which are statutory requirements are missing from the governors' annual report to parents. Governors give

insufficient attention to monitoring expenditure throughout the year or to linking the budget to the school development plan.

### Financial information

*Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	418712
Total expenditure	344787
Expenditure per pupil	7495

Balances (£)	
Balance from previous year	54511
Balance carried forward to the next	73925

## PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

### SUBJECTS AND COURSES IN KEY STAGES 1 and 2

#### ENGLISH

*Inspectors observed six lessons taught to pupils of all ages. Discussions were held with the subject co-ordinator and pupils. In addition, teachers' planning and pupils' work were scrutinised.*

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

#### Main strengths and weaknesses

- Pupils make very good progress overall because teaching strategies and resources are very good.
- Teachers assess pupils' progress very carefully. They plan work and set pupils' targets based on the outcomes of this assessment.
- The systematic approach to the development of writing skills is particularly effective.
- There are very good opportunities for pupils to enhance their literacy and communication skills in other subjects.

#### Commentary

33. Pupils make very good progress in all aspects of English. In speaking, listening and communicating progress is very good because of the plentiful opportunities for questioning and discussion during lessons in all subjects. All pupils are encouraged to participate and when asking questions staff ensure that everyone is given an appropriate amount of time to answer. Staff prompt when necessary and encourage pupils to think for themselves. Consequently they gain in confidence in expressing their views and in showing what they know and understand. They are beginning to learn to listen to the teacher and each other. The school has a very effective partnership with the speech and language therapist, who is well supported by a skilled teaching assistant. Consequently pupils are provided with very good opportunities to improve their speech and language skills.
34. Pupils' progress in developing reading skills is very good. Pupils from Year 2 upwards are becoming familiar with books and regularly encouraged to look at them for enjoyment. The majority of older pupils make very good progress in reading because their teachers take every opportunity to encourage them to read aloud. Older pupils read together from the 'Big Book' with enjoyment and many pupils can retell aspects of the story independently and predict what will follow. This results in improvements in their confidence and articulation. Those with severe communication difficulties are engaged in the telling of stories by the use of puppets and tactile resources.
35. By Year 6 pupils have made very good progress with their writing. This is because there is a systematic approach to the teaching of writing skills. Time is allocated in the timetable for specific practice of handwriting skills and the school has identified how writing skills can be supported through other subjects. Pupils are encouraged to be confident in their abilities and are given sufficient time and opportunities to improve their skills. The use of computers for word processing and developing spelling skills is good. Pupils' work shows that they have developed a good understanding of basic punctuation.
36. Teaching and learning are very good for all pupils. A significant strength is the assessment of pupils' progress which teachers use very effectively to develop individual targets and provide work which is very well matched to pupils' needs. Staff work very effectively as a team and planning of lessons is very good. Often teaching assistants take notes during the lessons of

pupils' responses and the information gathered is used for planning future work and setting targets for pupils. Interesting and imaginative resources are used and staff relate very well to pupils. The majority of pupils show very positive attitudes to learning, interact well with staff and each other and enjoy the praise and encouragement they receive. Lessons are very well planned to provide a variety of resources, tasks and supervision. However, tasks for a few more able pupils are not always challenging, for example, cutting up worksheets and pasting them in their books instead of encouraging them to read and sequence the sentences for themselves.

37. Leadership and management of the subject are very good. Good training opportunities have extended staff expertise and ensured that teaching is consistently of a very high quality throughout the school. The provision for English has improved since the last inspection.

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

38. Teachers in all subjects promote pupils' speaking and listening skills very well and display and employ words specific to their subject; this enhances pupils' skills in reading. Pupils make very good progress with their literacy skills because there is very effective monitoring of the use of literacy in all the subjects of the curriculum.

### **MATHEMATICS**

*Inspectors were able to observe a mathematics lesson taught to each class in the school. Discussions were held with the subject co-ordinator and pupils, and pupils' work and teachers' planning were scrutinised.*

The provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils' progress is monitored very well through recording their achievements using an appropriate national system (PIVATS).
- Frequently staff use resources in lessons that makes learning interesting to pupils.
- A few recently admitted more able pupils are not always sufficiently challenged by the work set for them.
- The newly appointed subject leader has quickly identified strengths and areas for development and begun to make improvements.

### **Commentary**

39. The good progress pupils make is demonstrated by PIVATS graphs that show how pupils have improved over each year in the school. The rate of progress understandably varies depending on pupils' special needs. For example, pupils with moderate learning difficulties, as well as having specific learning difficulties, are consolidating their learning but progressing at a slower rate than those pupils with emotional and behavioural difficulties who have the potential for higher achievement. This good progress in mathematics is similar to that recorded in the previous inspection. The PIVATS information shows that there are improvements in all aspects of mathematics. For example, in Year 2 all pupils are developing a good understanding of shape and size; most being able to match plastic shapes with those drawn on paper and use matching and simple counting programmes on the computer. Counting skills using money are then developed as pupils progress through the school. For example, pupils in Years 3 and 4 can add amounts up to 10p with coins and those in Year 6 amounts involving coins up to £1, with the more able adding amounts involving pounds and pence.

40. The overall quality of teaching is good. Staff seek to make the lessons interesting and frequently engage pupils in practical activities. For example, in a lesson for Years 3 and 4, pupils used money to purchase imitation fruit and vegetables to practice their additions. They all recognised the coins and as the lesson progressed gained in confidence through handling the money and understanding the value of each coin or combination of coins. In lessons for the Year 2 group a wide range of equipment, including computers is available and this allows pupils with low concentration to switch activities frequently, yet still focus on the learning objectives of the lesson. Lessons have a clear structure that includes a warm up, main activity and a re-cap at the end.
41. Teachers' planning shows that tasks are usually set according to pupils' ability. For example in a Year 6 lesson after the introduction pupils moved to four tables where they each followed tasks that recognised their different ability levels. Each activity was based on the same overall learning objectives for the lesson and ensured that each pupil could achieve. However, this is not always the case. In a Year 5 lesson seen the tasks were not sufficiently challenging for the more able pupils and as a result they lost interest and didn't achieve as well as they might.
42. Leadership and management of the subject is good. The newly appointed subject leader has made a good start in analysing pupils' achievements, teachers' planning and resources available. She has recognised that to meet the change in population of the school different teaching strategies for the more able pupils are needed. As a result plans have been made to teach mathematics at the same time each day and to set pupils into ability groups. These plans are aimed at seeking to meet better the differing ability levels in the school and give staff a better opportunity to set challenging tasks for the higher ability pupils. Although resources are currently good the subject development plan is seeking to extend these further, again to meet the needs of more able pupils.

### **Mathematics across the curriculum**

43. There is good use of mathematics in the teaching of other subjects. Pupils are often given the opportunity to practise their basic counting and number skills. For example, in a PSHE lesson for pupils in Years 3 and 4, one pupil was asked to count the number of pupils, count the biscuits, decide if he had sufficient and then share them with each pupil. In physical education lessons pupils are regularly encouraged to count out steps or items of equipment.

### **SCIENCE**

*Two science lessons were observed, pupils' work was analysed, discussions held with the curriculum co-ordinator and the co-ordinator's file was examined.*

The provision for science is **very good**.

### **Main strengths and weaknesses**

- Pupils make very good progress as a result of very good teaching.
- Pupils are offered a wide range of practical hands-on activities.
- Teachers and support assistants work very well together to enhance pupils' learning.
- Marking of pupils' work is not sufficiently detailed.
- The subject is very well led by an enthusiastic co-ordinator.

### **Commentary**

44. Pupils' very good progress is evident in their PIVATS profiles where scores in the area of scientific enquiry are consistently very good. Through simple experiments pupils in Year 2 are

able to identify light sources and pupils in Year 6 are able to design and make a lighthouse incorporating a simple circuit. They are able to place batteries in a torch to investigate positive and negative terminals of batteries and how they fit together. Pupils are very enthusiastic about the subject as a result of the enthusiastic teaching of the co-ordinator. For example, in a Year 6 lesson on electricity they were fascinated by a demonstration of battery powered toys. The teacher used very effective questioning techniques to ensure that they were all focused on the learning points. Staff are aware that the visual aspects of learning are really important and there are a wide range of practical activities offered to the pupils to enhance and support their learning. For example, in a unit on 'Life and Living Processes' the grounds of the school were used to grow plants and look at wildlife.

45. The work of support staff makes a valuable contribution to pupils' learning. They work closely with teachers and are able to support individuals and groups of pupils. For example, in a lesson for Year 6 pupils on shadows, a support assistant worked very well with a pupil with challenging behaviour and this ensured that he succeeded in completing the task set alongside his peers. In the lesson looking at batteries for torches staff were able to work with two pupils each and this ensured that pupils all made very good progress. Staff use praise very well but the marking of pupils' work is not very detailed and does not indicate to pupils what they can do to improve.
46. The subject co-ordinator is knowledgeable, enthusiastic and plans science work very well. There is a two year cycle of units very effectively adapted from the national curriculum and related to topic work. Pupils study a unit a term in depth. The subject has been well developed with the purchase of new resources and a curriculum action plan has identified appropriate issues for development. At the time of the last inspection science was judged to be good. As it is now very good this represents good progress since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

*The use of ICT was observed in all classes and many lessons. Pupils' work was analysed, discussions were held with the curriculum co-ordinator and the co-ordinator's file was examined.*

Provision for information and communication technology is **very good**.

### **Main strengths and weaknesses**

- Pupils make very good progress in the acquisition of skills as a result of the good range of learning opportunities offered to them.
- ICT is used very well in the teaching of many subjects.
- The subject is very well led and planned by the co-ordinator.
- Although the subject is well resourced there is no room available for the teaching ICT to a whole class group.

### **Commentary**

47. The use of ICT across the curriculum is a strength and ensures that pupils make very good progress in ICT as they move through the school. Monitoring by the curriculum co-ordinator shows that most ICT skills are learned through cross-curricular activities. Pupils in Year 2 can manipulate a mouse successfully, use headphones and negotiate simple literacy programmes. Year 6 pupils acquire complex skills such as sending and receiving emails and working on web-site construction. Pupils are offered a very wide range of learning opportunities in ICT and become competent in using video cameras to record interviews and CD Roms and internet search engines to look for information. ICT was judged to be good at the last inspection. It is now very good which represents good improvement.

48. The teaching of ICT by staff throughout the school is very good. The use of ICT is evident in all aspects of the curriculum. Word processing supports written work and various programmes support work in art and design. The video camera is used to support work in many subjects. Although the subject is well resourced with a large number of computers in classrooms and a range of software and other hardware such as digital cameras, the school would benefit from having access to a discrete ICT room to allow all pupils in each class to be able to use computers at the same time. The school has purchased interactive whiteboards and there are plans to use these in classrooms in the near future. This will enhance provision further.
49. The subject is very well led and managed by the co-ordinator. Planning is very detailed and operates on a two year cycle of units which support topic work. In addition discrete units of ICT ensure that a range of skills are taught. The co-ordinator has organised the large number of resources very well so that teachers and support staff can easily see what skills are being taught in each unit of work and which resources support the learning. A comprehensive curriculum action plan includes a detailed three year strategic overview of how the subject will be developed.

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

50. All teachers make use of computers in their teaching. A programme called 'Spark Island' supports science work and in maths pupils produce pictograms on the computer to display their work. Displays around the school show that pupils are able to use digital cameras, word processing and other programmes. Teachers use ICT to produce good quality resources to support lessons.

## **HUMANITIES**

### **GEOGRAPHY & HISTORY**

51. Insufficient evidence was gained during the inspection to make an overall judgement on the provision for geography and history. Planning for both subjects is good and covers a range of appropriate topics which have been adapted to the needs and abilities of the pupils. A scrutiny of work displayed shows that pupils experience a range of very interesting visits and activities. Excellent use is made of local facilities and places of interest, and these visits link very well to all aspects of the curriculum.

## **RELIGIOUS EDUCATION**

*Inspectors saw two lessons that spanned most age groups. Pupils' work and displays were analysed.*

Provision for religious education is **very good**.

### **Main strengths and weaknesses**

- Teachers provide a range of stimulating practical activities which enhance pupils' learning very well.
- Planning is very good and topics are selected which are very appropriate to the needs of the pupils.
- Religious education makes a very good contribution to pupils' cultural, moral, and social development and an excellent contribution to their spiritual awareness.

## Commentary

52. The achievement of pupils is very good and enhanced by the use of interesting artefacts. Lessons are made enjoyable for pupils through the use of a range of practical activities. This was the case in a Year 6 lesson using candles. Pupils are developing an understanding of different world religions and have a good awareness of specific festivals and symbols connected with Christianity and Hinduism. In an excellent lesson described below they learned about the significance of the use of candles in many religions. This very well planned lesson had excellent outcomes for the pupils who were able to sustain at least ten minutes of silent reflection as they gazed at a candle with a background of appropriate music.

### **Year 6 Religious Education Lesson**

The teacher sat her ten Year 6 pupils around her and explained that they were going to light a candle, listen to some music and have a quiet think about special people and things in their lives. As soon as the lesson got underway it was obvious that something special was about to happen. The charisma and sensitive approach of the teacher ensured that all the pupils were all very interested in what would happen next. Blinds were drawn and the candle lit and eyes were focused. They were fascinated, and stared steadfastly at the flame while the teacher, to the background of 'mood music' (a flute and piano sonata, composer unknown) talked softly, calming the more excitable. They all sustained concentration, silence and reflection for at least eight minutes. Given their difficulties, particularly those with EBD, this was a remarkable feat. The pupils were invited to share their thoughts with each other. Not only did they make some profound comments, but were confident to talk about their feelings without fear of ridicule. They all listened to each other with acute interest and excellent good manners.

53. In this lesson pupils were able to articulate their feelings and thoughts to each other in a mature and sensitive way. This lesson made an excellent contribution to the pupils' ability to experience moments of spirituality and reflection. Year 2 pupils engage with staff in learning to make choices and identify 'good' and 'bad' and work on this topic is making a particularly good contribution to their overall moral and social development.
54. Teaching of religious education is very good. Considerable thought is given to making the lessons interesting and preparing resources that will not only interest pupils but also help them increase their understanding. Support staff are very effective at ensuring that all the pupils take part in the activities. Leadership and management of the subject are very good. Planning is very comprehensive and focused on the needs and abilities of the pupils. Improvement has been very good since the last inspection.

## TECHNOLOGY

### DESIGN TECHNOLOGY

55. There is insufficient evidence to make a judgement on provision in this subject. Design technology is well planned. There is a two yearly cycle of units fitting into topic work and discrete units that ensure there is a good curriculum. Year 2 pupils complete construction work and junk modelling. Older pupils have collaborated on a joint project, 'Joseph and his Amazing Technicolour Dreamcoat.' Displays around the school show the development of this project from the 'thinking and planning' stage to the production of the finished article; a textile wallhanging. A mobile classroom has been newly refurbished with two cookers to extend the opportunities for the teaching of cookery skills.

## VISUAL AND PERFORMING ARTS

### MUSIC

56. There is insufficient evidence to make an overall judgement on the provision for music. Music is well planned with work adapted to the needs of the pupils. The youngest pupils, for example, complete work around themes such as nursery rhymes whilst the oldest pupils cover units on exploring rhythmic patterns and 'rap' as a musical style. There is a once weekly singing practice for the whole school with actions that ensure the majority of pupils are able to join in. However, the large numbers of pupils involved means that there is a high noise level and a little disruption. Class assessment sheets are used to identify pupil progress but there are no individual assessment records. Plans to develop assessment using digital video technology and extend pupils' opportunities to perform are very appropriate.

### ART AND DESIGN

*One lesson of art and design was observed, portfolios of pupils' work were analysed, discussions were held with the curriculum co-ordinator and her co-ordinator's file was examined. Displays around the school were also examined.*

Provision for art and design is **very good**.

#### Main strengths and weaknesses

- Very good planning and enthusiastic teaching mean that pupils make very good progress.
- A range of opportunities is provided for pupils to explore different media and experiment with different artistic styles.
- Art work forms part of the very good displays around the school.
- Links between work in art and other subjects taught in the school are very good.

#### Commentary

57. Art is very well planned over a two yearly cycle that is related to topic work with discrete units of work added to ensure that the full national curriculum is covered. The subject is well led and the quality of teaching is very good. The teacher's enthusiastic style means that pupils make very good progress in their knowledge, skills and understanding as they move through the school. The teacher's effective questioning techniques and subject knowledge are used very well to engage pupils in lessons with the result that they approach tasks enthusiastically, although, occasionally work is not sufficiently challenging for higher ability pupils. At the last inspection art and design was judged to be good. As it is now very good this represents good progress.

58. Pupils are given opportunities to work with charcoal, oil on canvas, clay, and textiles. They are encouraged to sketch, draw, paint, sculpt, model and make collages with different materials. Pupils examine the work of different artists such as Kandinsky, Picasso and Monet and produce paintings in the style of these artists. ICT is used well to support work done in art and design by, for example, using digital photography as part of a portrait project.

59. There are a large number of impressive art displays in evidence which add to the impressive décor of the school. In the foyer there are pieces of clay work of animals and a model of the Eiffel Tower. A large display of portraits includes very good oil on canvas works, clay faces as well as photographs, collages and sketches. Art is very well used to assist pupils in their work in other subjects. For example, part of the 'Portrait' display has portraits pupils did of the Tudors to support their history work and in a lesson for Year 3 to 5 pupils the literacy text of

'The Gingerbread Man' used earlier in the day was the inspiration behind the task of producing a 'smelly' gingerbread man using sandpaper and cinnamon.

## PHYSICAL EDUCATION

*Inspectors saw three lessons that spanned most age groups. Staff records and displays showing many of the activities pupils take part in were analysed. In addition pupils were seen playing hockey and basketball in lunchtime clubs.*

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

### Main strengths and weaknesses

- Pupils have very good opportunities to achieve in a wide range of activities.
- Lessons are well organised and seek to ensure that pupils enjoy taking part.
- The lunchtime clubs give pupils very good opportunities to take part in team games.
- All pupils learn to swim before they leave the school.
- Participation in the many physical education activities the school offers makes a very positive contribution to pupil's personal development.

### Commentary

60. The physical education programme in the school enables pupils to take part and enjoy a wide range of activities. Leadership and management of the subject have been very good and although the subject leader recently left, staff are determined to maintain the high quality of provision in this subject. Activities include gymnastics, football and other games, and also include residential experiences. During these residential experiences pupils take part in activities such as canoeing, climbing, archery and walking. Records, photographs and discussions with pupils show how much they enjoy these activities and how they are able to participate successfully in all of them. As a result all pupils make very good progress in physical education. The represents very good improvement since the previous inspection.
61. Teaching is very good overall. Physical education lessons are well organised and staff ensure that both they and pupils have changed and dressed in appropriate clothes for the activities. Lessons seek to ensure that pupils are kept physically active. Music is often used effectively to support the lessons. For example, in the physical education lesson for Year 2 mentioned previously, different types of songs helped the pupils react and move in a variety of ways. Their response to the penguin song showed how carefully pupils are able to listen to the instructions and try to follow the movements modelled for them by staff.
62. The wide range of clubs on offer at lunchtimes, include a number of physical activities such as dance and team games. Participating in the games sessions enables the more physically able pupils to take part in activities that require them to be part of a team. In both hockey and basketball pupils are developing their skills such as passing accurately and in their understanding of the rules of the games. Both sessions observed were very well managed and supervised by a support assistant.
63. One of the school's aims is for each child to be able to swim by the time they leave school. It is highly commendable that in recent years this has been achieved. Records show that many pupils have very little confidence in getting into the water when they first join the school. However, their progress is such that all now enjoy the weekly swimming sessions that are available for all pupils from Year 3 to Year 6. The swimming takes place in a local swimming pool and this adds to pupils' social experiences.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

*Inspectors saw five lessons that spanned all age groups. Staff records and pupils' work and displays were analysed.*

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

### Main strengths and weaknesses

- Pupils achieve very well because the programme of work is effectively linked to their needs.
- Many extra activities provide excellent opportunities for pupils' personal development.
- PSHE makes a significant contribution to the development of pupils' language and communication skills.

### Commentary

64. The appropriate and very well balanced programme for PSHE coupled with very good teaching has a very positive impact on the progress pupils make. Specific lessons cover a range of topics which focus on promoting good attitudes to issues of being safe, staying healthy and making choices. Work undertaken builds on what pupils already know and understand. For example, during the time they are in school they move forward from learning about the basics of family life and friendships in their early years, to more complex discussions in Year 6, which focus on the early stages of sex education and relationships.
65. Leadership and management of the subject are very good and ensure that all pupils have very good opportunities to make progress. Staff provide very good activities for the youngest pupils with the most complex special needs to increase their physical independence. They encourage them to dress themselves and have an awareness of staying healthy and safe. For older pupils with emotional and behavioural difficulties, the emphasis is on developing positive relationships with their peers and adults.
66. The excellent range of activities provided both inside and outside school makes significant contributions to PSHE. Time spent in activities other than lessons is used very effectively to promote pupils' personal skills. For example, assemblies and circle time are used to encourage an awareness of the feelings and needs of others. Pupils are encouraged to be helpful, both to each other and formally in taking responsibility for various jobs in the classroom. The residential opportunities, visits to local shops and places of interest enable pupils to develop their personal skills and interact with others in a variety of settings. As well as the contribution they make to PSHE, these activities also enhance and extend the language and communication skills of pupils.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

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