

INSPECTION REPORT

ST ANNE'S COMMUNITY SPECIAL SCHOOL

Welton

LEA area: East Riding of Yorkshire

Unique reference number: 118145

Headteacher: Mr M Stubbins

Lead inspector: Mr Declan McCarthy

Dates of inspection: 31 January – 3 February 2005

Inspection number: 268640

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	2-16 years
Gender of pupils:	Mixed
Number on roll:	76
School address:	St Helen's Drive Welton Brough
Postcode:	HU15 1NR
Telephone number:	01482 667379
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Appropriate authority:	Governing body
Name of chair of governors:	Mr A Cassidy
Date of previous inspection:	July 1999

CHARACTERISTICS OF THE SCHOOL

This school is situated in the village of Welton and caters for pupils aged from two to 16 years, mainly with severe learning difficulties, or profound and multiple learning difficulties. The number of pupils with profound and multiple learning difficulties has almost doubled since the last inspection, which has resulted in some difficulties with the size of classrooms and space within changing areas. Over one third of pupils have autism and a small number have additional hearing loss. All pupils have a statement of special educational needs and attainment on entry is very low. Nearly all pupils are of white British heritage and an extremely small number of pupils are from other ethnic backgrounds. There are no pupils with English as an additional language, no travellers or asylum seekers. The proportion of pupils who are eligible for free school meals is broadly average for this type of school. The school receives pupils from five neighbouring authorities. When leaving school, all pupils move on to continuing education. The number of pupils joining and leaving the school at times other than usual is broadly average. The school is strongly committed to inclusion, with 34 pupils attending neighbouring schools or colleges for part of their work. The residential facility, which is open seven days a week for 48 weeks a year, offers a 24-hour curriculum, typically for two days per week, for almost 50 pupils. The school achieved Investors In People status in 2002. It also gained the Activemark and Sportsmark Gold Award in 2004 and is currently working towards Healthy Schools status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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15600	Colin Richardson	Team inspector	Special educational needs Mathematics Information and communication technology Art and design Design and technology
23390	Mel Blackband	Team inspector	English Geography History Religious education
8798	Dennis Maxwell	Team inspector	Foundation Stage Science Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. Through his very good leadership, the headteacher has facilitated excellent inclusion opportunities for pupils in mainstream schools and colleges within a highly effective culture for learning and achievement. Pupils' achievements are very good, particularly in communication and language, and in personal development as a result of good teaching and excellent opportunities to extend pupils' learning. School management is very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The strong leadership of the headteacher has led to a very effective senior management team and very good teamwork among staff.
- Excellent opportunities for enriching pupils' learning and teachers' effectiveness in developing pupils' communication skills result in pupils' very good achievement.
- Very good provision for pupils' personal development and very high quality care lead to pupils' very good attitudes to learning, very good behaviour and very good relationships.
- Excellent links with other schools and colleges, and excellent links with the community have resulted in the excellent inclusion of pupils.
- The school's totally inclusive internal organisation ensures that all pupils have full and equal access to learning and achieve equally well.
- The 24-hour curriculum greatly enhances learning and pupils' achievements.
- Accommodation for the teaching of practical subjects and storage for standing frames and wheelchairs are inadequate.

The school has made good improvement overall since it was last inspected in July 1999. Nearly all the key issues from the last inspection have been well addressed. Although there has been some good improvement in the accommodation, particularly for older pupils, there is insufficient storage space for standing frames and wheelchairs to accommodate the increasing number of pupils with profound and multiple learning difficulties, and insufficient space for teaching practical subjects. Curricular planning and learning opportunities have greatly improved, particularly with excellent opportunities for inclusion and greater use of information and communication technology (ICT). There are now more extended opportunities for accreditation in Years 10 and 11, which lead to very good achievement by the time pupils leave school.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	good	Very good
Year 6	good	Very good
Year 9	good	Very good
Year 11	Very good	Very good

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

Achievement is very good overall. The achievement of children in the Foundation Stage is very good in personal, social and emotional development, and in knowledge and understanding of the world; it is good in all other areas of learning. Pupils' achievement in

English is good, and in communication skills it is very good. Their achievements in mathematics, science and ICT are good. Pupils' achievements in personal, social, health and citizenship education (PSHCE) and in their targets within their individual education plans (IEPs) are very good. The achievements of the oldest pupils in work-related learning and in courses taken are very good.

Pupils' **personal qualities**, including their spiritual, moral, social and cultural development, are **very good** and result in their very good attitudes and behaviour. Attendance and punctuality are good.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **very good**. **Teaching is good** overall. Pupils' learning is also good. Teaching and learning are good in all subjects and year groups across the school, and very good in the key areas of language and communication skills, and in personal development. Learning is greatly enhanced through the excellent opportunities for inclusion within mainstream schools and colleges. Teachers make very good use of signing and communication aids, including ICT, to support pupils' learning and achievement. Very good teamwork between teachers, support staff and therapists ensures that all groups of pupils receive very effective support and achieve equally well. The use of assessment to check and record pupils' progress against their individual targets is very good.

The curriculum is very good with a strong emphasis on communication and personal development, an excellent range of extra-curricular activities and a very good work-related programme for older pupils and students. The 24-hour curriculum is also very good and considerably enhances learning and pupils' achievements. Pupils are very well cared for. Links with parents are very good, and links with other schools, colleges and the community are excellent.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership of the headteacher is very good.

He receives very good support from the recently appointed assistant headteachers and the childcare manager for residential provision. The senior childcare officers provide very good leadership ensuring that the residence runs very smoothly. Subject co-ordinators provide good leadership and teamwork is strong. Management is very good. School governance is good. Governors ensure that all statutory requirements are met, monitor the work of the school effectively and are very supportive of staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are extremely supportive of the school. Parents hold the school's work in the highest regard. Pupils show the greatest respect for staff and enjoy all that the school offers.

IMPROVEMENTS NEEDED

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

- to continue to work closely with the LEA to develop practical teaching areas for science, art and design, and design and technology and to increase storage areas for standing frames and wheelchairs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good overall. Achievement is very good throughout the school in communication and PSHCE. Achievement of pupils in Years 10 and 11 is very good overall. Achievement is good in English, mathematics, science and ICT throughout the school. Achievement is also good in the Foundation Stage. There are no significant differences in the achievements of boys and girls. Pupils with more complex special educational needs achieve as well as other pupils.

Main strengths and weaknesses

- The achievement of pupils in communication skills and in personal development is very good because of very good teaching in these areas.
- Pupils' achievements against their individual targets are very good.
- Achievement is also very good in work-related learning and accredited courses in Years 10 and 11.
- Excellent opportunities for enriching pupils' learning make a positive impact on pupils' achievements.
- The 24-hour curriculum promotes pupils' achievements very effectively.

Commentary

1. Pupils' achievements in language and communication skills and in PSHCE are very good across the school because there is a very effective emphasis on teaching these skills in all subjects. Teachers also set clear targets for communication and personal development and closely monitor progress in these areas within pupils' IEPs. All staff make consistent use of signing and communication aids in their teaching so that pupils develop very good language and communication skills. Furthermore, the consistent use of the Picture Exchange Communication System (PECS) and the Teaching and Education of Autistic and Communication Handicapped Children (TEACCH) greatly enhance pupils' achievements in all subjects. Pupils' achievements in personal development are very good because teachers provide very good opportunities for pupils to take responsibility in lessons, to work in pairs or small groups and to share and take turns, to consider the needs of others, and to be aware of the importance of working safely. The achievement of pupils has improved significantly in ICT as a result of good use of switches, electronic aids and computer hardware and software to support teaching and learning in lessons. The National Literacy and Numeracy Strategies have been well adapted by teachers with an emphasis on the development of vocabulary and the use of mathematics in real life situations such as shopping or preparing a budget. This also impacts positively on pupils' achievements. Parents also confirm that their children are making much better progress than expected in basic skills as a result of highly effective teaching.
2. In 2004, statutory targets for Year 6 were achieved in speaking and listening with two-thirds of pupils improving by one P level. In reading, targets were exceeded with a third of pupils improving by one P level, a third improving by two P levels and a third improving by one or more sub-levels. In writing, targets were achieved with two-thirds of pupils improving by one P level and a third improving by two P levels. In mathematics, targets were exceeded with a third of pupils improving by one P level and two-thirds of pupils improving by two P levels in using and applying mathematics, and a third of pupils improving by two P levels with a third improving by one or more sub-levels in number and shape, space and measures. Statutory targets for Year 9 were exceeded in English, mathematics and science. In Year 11, statutory

targets were achieved in English, mathematics (they were exceeded in shape, space and measures) and science. They were also exceeded in accredited AQA units and GCSE art (one pupil gained an F Grade). The LEA review in December 2004 pointed out that the school should be commended on the excellent progress many pupils have made in the National Curriculum core subjects.

3. Children in the Foundation Stage achieve very well in personal, social and emotional development, and in knowledge and understanding of the world as a result of very good teaching and learning in these areas, and their achievements in other areas of learning are good. Pupils' achievement is good in English, mathematics, science and ICT across the school because of good teaching within these subjects. It is equally good in religious education, which represents very good improvement since the previous inspection. All pupils also make very good progress towards the targets in their individual education plans. There are no significant differences in the achievements of boys and girls, or in the achievements of pupils with more complex special educational needs. The achievements of pupils in Years 10 and 11 are very good in work-related learning because the school provides very good opportunities for work experience and very good preparation for learning about the workplace. Equally, their achievements in accredited courses are also very good because more of these have been developed since the previous inspection and every pupil now has a very good opportunity to gain some form of accreditation matched to their particular level of ability. By the end of Year 11, pupils are expected to gain wide-ranging accreditation in the ASDAN awards and AQA unit awards. Furthermore, two pupils in Year 10 are currently preparing for their GCSE examination in art and design in a local secondary school.
4. The curriculum provides excellent opportunities for enriching pupils' learning, particularly through extensive inclusion links with mainstream schools and colleges and further inclusion opportunities within the school. For example, older pupils attend a local secondary school for art and design and technology lessons, and younger pupils benefit from attendance at a local primary school for topic work. Furthermore, higher attaining children in the Foundation Stage join in with a local playgroup, which is based in the school, and this considerably enhances their personal development. A wide range of visits to local places of interest, such as the supermarket, and visitors to school such as theatre and dance groups are very effective in raising pupils' achievement.
5. The 24-hour curriculum offered to pupils in residence greatly impacts on their achievement, particularly in extending their language and communication skills and in their personal development, as a result of highly effective planning linked directly to pupils' individual targets. Pupils' achievements within subjects are also enhanced through the 24-hour curriculum. For example, pupils read storybooks, go swimming to Goole, prepare and cook food or make sweets for other residents. They play percussion instruments, design and make objects using clay or play dough and engage in activities in the sensory room.

Pupils' attitudes, values and other personal qualities

Attitudes, behaviour and pupils' personal development, including their spiritual, moral, social and cultural development, are very good. Attendance and punctuality are good.

Main strengths and weaknesses

- Pupils enjoy school life and this is reflected in high levels of attendance.
- Very positive attitudes and behaviour help pupils to achieve well.
- Pupils are taught the value of friendship and good relationships particularly well.
- The school nurtures personal development very well.

Commentary

6. The great majority of absence is for medical reasons and there is no unexplained absence. Attendance is promoted well, for instance, on the first day of absence telephone calls are made to the home regarding any unexplained absence.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.1	School data	0.0
National data	5.4	National data	0.4

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

7. Pupils show very good attitudes in lessons and the range of activities provided. For example, during their weekly trip to the fruit and vegetable market, pupils in Years 7, 8 and 9 worked independently and productively as they learned about budgeting and spending. Attitudes and behaviour in the Foundation Stage are very good. For instance, during a demonstration of how a banana whip is made, children often smiled and responded very well to the sensory experiences.
8. The school is a very orderly community. Behaviour in the residence and around the school is very good. All staff receive training in management of pupils – this is very effective and results in the very good control of challenging behaviour at all times. Staff frequently praise pupils for their effort and achievements. Rewards such as stickers and certificates are also used very effectively. Parents are very confident that their children are free from bullying. There has not been any exclusion at this school.
9. The school has a very effective race equality scheme and promotes good relationships exceptionally well. Consequently, pupils play and work together very well. For example, in practical activities they always encourage each other and are quick to celebrate each other's work.
10. Pupils show awe and wonder in their learning. For instance, they found it amazing to watch the growth of plants and how roots form. They consider human achievement, for instance, how Neil Armstrong felt as he walked on the moon. Pupils often reflect on feelings such as sadness and anger. The inspection team is impressed at the number of very good poems pupils have had published over the years. Pupils have a very good sense of right and wrong. They often consider how people, animals and property ought to be treated. They hold very strong views about bullying and say it is wrong because it upsets people.
11. Staff provide very good role models for pupils' social development. Pupils respect others and know that they have an important role to play in the community. For instance, they often raise funds for charities and good causes. Pupils' appreciation of their own cultural heritage is very good because they have many chances to visit places of interest in the community. Pupils have developed a very good appreciation of other cultures through work in religious education, literacy and music. Visiting musicians and dance groups make an excellent contribution.
12. The school has made very good improvement overall to personal development since the last inspection. Attitudes, behaviour and punctuality have improved well and the school has maintained high levels of attendance. Although there are still occasional transport related punctuality problems, the situation has generally improved.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. There are excellent opportunities for enrichment and inclusion of all pupils. Teaching and learning are good. Pupils are very well cared for. There are very good links with parents, and excellent links with the community and other schools.

Teaching and learning

Teaching and learning are good overall, and impact positively on pupils' achievement. Assessment is very good.

Main strengths and weaknesses

- Teaching is very good in PSHCE and in communication, language skills. There has been good improvement in the quality of teaching since the previous inspection.
- Teaching and learning are greatly enhanced through residential activities and excellent opportunities for inclusion.
- Teachers' very good relationships with pupils enhance pupils' confidence and self-esteem.

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	13 (26%)	30 (60%)	6 (12%)	0	0	0

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

13. Teaching and learning are good in all year groups throughout the school. Teaching of communication skills and PSHCE is very good. Consequently, pupils' learning and achievements in these areas are very good. Teaching has improved significantly since the last inspection with no unsatisfactory lessons seen and a much higher proportion of very good teaching. This has arisen as a result of highly effective performance management and training opportunities provided by the headteacher and senior managers. Teachers ensure that tasks are well matched and methods are effectively adapted to accommodate the wide range of learning needs in the school. Training, particularly through the strong support of the assistant headteachers and the speech and language therapist, has ensured that all teachers and support staff are highly skilled and effective in promoting pupils' communication skills through signing with the consistent use of visual and communication aids. This ensures that pupils achieve very well in the development of language and communication skills. There has been very good improvement in teachers' use of ICT, to support teaching and learning since the previous inspection. In the very good lessons, expectations for learning were high, teaching was lively and interesting and very good use was made of a wide range of resources such as ICT and visual materials, together with signing. Consequently, all pupils made very good gains in communication skills and were highly motivated. In good lessons, teachers make good use of the PECS, signing and the TEACCH

approach, to develop good communication skills. Where teaching was excellent, staff worked exceptionally well as a team throughout to ensure that all pupils made excellent progress and the lesson was delivered enthusiastically so that pupils thoroughly enjoyed learning. In contrast, where teaching was satisfactory, either pace was lacking or a narrow range of strategies was used to promote pupils' learning. Parents, in their questionnaires and at the pre-inspection meeting praised the high quality teaching throughout the school.

14. Excellent opportunities for inclusion greatly enhance the quality of teaching and learning. For example, higher attaining children in the Foundation Stage join in with mainstream pre-school children in the *Holding Hands* playgroup in school, which greatly enhances their personal development. Younger pupils attend the local primary for some lessons on a regular basis and older pupils attend local secondary schools and colleges. As a result, their learning is greatly enhanced as they learn alongside their peers and benefit from very good support during lessons. As a result, they achieve very well. Equally, care staff effectively promote teaching and learning for pupils in residence, particularly in personal development, language and communication skills. For example, sequences of lessons are planned jointly with the speech and language therapist and childcare staff who are skilled in the use of signing. They teach pupils new language and communication skills very effectively, making very good use of visual resources and challenging pupils to listen, take turns and communicate not just through signing, but also through the simultaneous use of speech. This ensures that the school's approach of total communication is adhered to consistently. Furthermore, childcare staff promote and enhance the development of literacy, mathematics and ICT through such activities as making lists of ingredients, budgeting and the use of the sensory room to stimulate learning.
15. Teachers and support staff have very good relationships with pupils; consequently, pupils try very hard in lessons and generally persist when they experience difficulties. Pupils also develop high levels of trust and respect towards staff, listening carefully in lessons and following instructions to the best of their ability. Teachers and support staff usually manage challenging behaviour very effectively, so that pupils feel secure and confident as learners.
16. There has been good improvement in assessment since the previous inspection. Assessment systems are now very good and used very effectively to set targets and track pupils' progress over time. Precise targets are set in pupils' individual education plans and these are closely linked to P Scales. Pupils' achievements against these targets are reviewed and recorded using P Scales systematically, and statutory requirements for the review of statements of special educational needs are fully met. Parents are fully informed of their child's progress at annual review and IEP review meetings and assist in the setting of new targets. Teachers and support staff have a very good knowledge of pupils and make good use of this information to support pupils' learning in lessons, as confirmed by parents.

The curriculum

The quality and range of the curriculum are very good throughout the school. There are excellent opportunities for enrichment through high quality provision. The school's accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- The Foundation Stage curriculum is designed very well to meet the needs of all the children.
- There are excellent enrichment opportunities for the pupils, which enhance their achievement.
- The curriculum for pupils in Years 10 and 11 includes very good links with partner schools.
- The curriculum provides for all pupils to gain worthwhile experiences and skills through good progression.
- The 24-hour curriculum makes a very good contribution to pupils' learning and personal development.
- While the school's resources are good, accommodation is unsatisfactory.

Commentary

17. The curriculum for nursery and reception aged children is very good. The long and medium-term plans are designed very well to provide children with rich and extensive experience across the six areas of learning. The experienced contribution of the Foundation Stage co-ordinator shows in the range and detail of imaginative activities, which are carefully matched to the children's stages of learning. In the planning for children's development in communication, language and literacy the intended experiences from stories and books are not set out. The facilities of the multi-sensory room, which is integral to the nursery class, are used as powerful stimulants for children. The *Holding Hands* pre-school playgroup, which meets in the school hall, offers a valuable experience for selected children in social interaction and play.
18. The very good curriculum structure continues into Years 1 to 6 to ensure continuity of approach and purposeful experiences. All subjects have clear programmes of study and policies, which ensure that teachers are confident in how to teach the skills and ideas. The teachers' own good ideas and interpretation of how to make the skills accessible to the pupils are significant factors in the pupils' good progress. The curriculum comes to life for the children through the genuine experiences that teachers provide. These are often reinforced well through the interactive use of the PECS, which enables pupils to communicate and to demonstrate their understanding.
19. The curriculum for pupils in Years 7 to 11 is also very good. Teachers plan relevant and interesting activities using the topic and unit outlines to ensure that tasks provide good reinforcement as well as extension. There are several good applications of language and literacy across the other subjects, for example, in supporting pupils in writing up observations in science. The use of tape recorders, videotapes and electronic devices to stimulate a response is developing well, but there are very few applications of computers in other subjects for pupils to benefit from well-designed programs to support their learning.
20. The curriculum is enriched very well by several links with partner institutions, which are extensive in Years 10 and 11. These place considerable demands on those teachers, but make a highly significant contribution to the students' learning and to the excellent approach to inclusion. The overall impact of the cohesive and stimulating curriculum is demonstrated by the range of accreditations that students gain by Year 11 and their very good achievement in Years 10 and 11.

21. The school offers excellent opportunities for enrichment beyond the usual curriculum or school day. These range from local visits to places of interest to visitors such as African dancers, excellent opportunities for sporting activities and excellent vocational placements.
22. The very well planned 24-hour curriculum is provided in the residence. Pupils are admitted to the residence according to individual need and staff take care to ensure that only those pupils who will benefit are admitted. A wide range of additional activities are provided in residence after school hours, which include a daily communication and language session, which is thoroughly planned by care staff in conjunction with the speech and language therapist. Consequently, pupils are provided with very good opportunities to further extend and develop their communication and language skills, which they do very effectively. Pupils with profound and multiple learning difficulties also engage in very well planned structured sensory experiences to further develop their overall senses. A wide variety of leisure activities, including focused visits, also greatly enhances pupils' personal development, particularly their social interaction skills. Pupils are also allocated specific domestic tasks, such as helping to prepare meals, lay tables, help with the laundry and tidy away. This very effectively promotes their sense of responsibility of others when living as a member of a community. Planning for these activities, which has greatly improved since the previous inspection, is more detailed and closely linked to pupils' IEP targets. As a result, this impacts very positively on pupils' learning and progress towards their individual targets.
23. There is a good match of teachers to the demands of the curriculum in the Foundation Stage and throughout the school because they have good experience and qualifications. The match of support staff is very good in the Foundation Stage and throughout the school. The accommodation is satisfactory for the Foundation Stage, but unsatisfactory overall because some rooms are small and inconvenient to use. In addition there is insufficient accommodation for practical subjects, such as art and design, science and design and technology, which restricts learning opportunities in these areas. Nevertheless, teachers work extremely hard to compensate for inadequacies in these areas in order to ensure that there is minimum negative impact on pupils' learning and achievement. There is also insufficient storage space for standing frames and wheelchairs and there is no designated practical area for science and other subjects. The recently established senior rooms are much better. The quality of resources is good in relation to pupils' needs.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety. It provides pupils with very good support and guidance, and involves them well in aspects of the school's development through the school council.

Main strengths and weaknesses

- Very good induction arrangements ensure that new pupils settle in quickly.
- The school works with others in the community very effectively to promote pupils' welfare.
- Guidance on further study and careers opportunities is very good.
- Outstanding, trusting relationships contribute to the family ethos.

Commentary

24. There has been good improvement to advice, guidance, health, safety and welfare provision since the last inspection. New pupils are gradually and sensitively inducted. The headteacher personally spends several hours with new parents and pupils to explain the learning routines and policies. This is supported by very good written information about the school.
25. Arrangements for child protection are very good. Two members of staff are fully trained in procedures and all staff receive appropriate information about making referrals to the designated officer. The school is in the process of training more staff extensively as soon as the local authority can accommodate this. General health and safety risk assessments are undertaken as required. Pupils' files include very good personal risk assessments. Many additional staff have received first aid training since the last inspection. Provision of care in the residence is also very good. The school nurse has made a very good contribution to ensuring welfare through her involvement in raising staff awareness and providing staff training. For instance, she ensures that staff are familiar with feeding procedures, using specialist equipment and giving medication. The school continues to do its best to pursue much needed on site nursing cover – a key issue from the last inspection.
26. Support, advice and guidance are very good because staff know pupils very well and ensure that they receive the help they need. Staff are very skilful in engaging all pupils in lessons and activities. School records are very detailed about personal, academic and health matters – this enables staff to monitor progress effectively. The school works very closely with other agencies including therapists. An excellent link has developed with the speech and language therapist whereby the therapist is very effectively involved in planning with staff. For instance, after school activities in communication skills in the residence are very successful.
27. The Connexions agency attends the school frequently and works with older pupils. An officer gives very good guidance on further study and careers. Pupils can gain very good experience in a variety of careers including catering, retail and horticulture through college courses and work experience placements. The mini enterprises at this school are doing very well, giving additional chances for work related experience.
28. Pupils are particularly confident in staff and enjoy excellent relationships. They feel that they can turn to adults in school if they have any worries at all. The school council is developing well. A small number of pupils meet regularly with staff to discuss their concerns. Pupils have already put forward their wish to make changes to what is offered at mealtimes.

Partnership with parents, other schools and the community

The school has a very good partnership with parents. Links with other schools, colleges and the wider community are outstanding.

Main strengths and weaknesses

- Parents receive very good information about their children's progress.
- Parents make a very good contribution to their children's learning.
- Excellent community links enrich the curriculum and support learning.
- Inclusion opportunities in mainstream education are outstanding.

Commentary

29. The headteacher and staff are very approachable and they are always pleased to discuss parental concerns. The open door policy and frequent contact with parents has led to parents developing great confidence in the school. The school has made good improvement to information for parents and community links since the last inspection.
30. Information to parents about the school, residence, their children's standards and progress is very good. Attractive newsletters regularly celebrate pupils' achievements and give information about events and dates to remember. Annual review reports provide very good information to parents about how well their children are doing, together with very clear learning targets for the future. Staff and parents use the home and school diaries very well to exchange information on a day-to-day basis and the school maintains very frequent telephone contact.
31. The Friends of St Anne's School has supported the school very positively since the last inspection. Although it has finished as a group very recently, the school is very positive about the possibility of relaunching it at an appropriate time. The school works very hard in organizing several different types of workshops on the development of communication skills in school regularly. This makes a very good contribution to pupils' achievements. Several parent helpers support lessons and activities regularly. Parents support their children's learning at home very well. For instance, they help their children to improve their skills in literacy and communication.
32. Community links are outstanding because the school is so proactive in finding or developing partnerships that benefit pupils. For instance, the Holding Hands pre-school group has operated in school for a few years now. The headteacher showed excellent vision in offering the hall to the group when it was looking for a base – a bold move at the time. However, the school has reaped the benefits for its pupils in terms of inclusion chances. The long waiting list for pre-school group places reflects the highest regard from the community – parents of children destined for mainstream education want their children to mix with St Anne's children because of the chances for personal and social development. The recent development of a project with a drinks manufacturing company again illustrates what effective partnerships this school develops. In this instance, many staff from the company will undertake a team building event that will provide its staff with excellent chances to develop co-operative work skills – the benefit to the school being redecoration of the residential facilities. The school also has church links that contribute to pupils' personal development. Pupils receive sports skills coaching from the local authority's sport in the community department. This contributes very well to pupils' achievements. School trips are plentiful. Visitors also enrich the curriculum, including many theatre, dance and music groups.
33. The school has the highest commitment to inclusion. This is clearly demonstrated in staff efforts and success in providing an excellent range of placements at many mainstream schools and colleges. For instance, inspectors observed excellent opportunities for inclusion in art and design and ICT at one primary school. These were mainstream lessons where several of St Anne's pupils attend a series of inclusive lessons in subjects including music and PE.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very good leadership and key staff fulfil their roles effectively. Management is very good and school governance is good.

Main strengths and weaknesses

- The strong leadership of the headteacher has led to very good opportunities for inclusion and very good support from the whole school community.
- The senior management team provides very good support for the headteacher.
- Governors monitor the school's work effectively.

Commentary

34. The headteacher is well established and respected by the whole school community, and parents hold his work in the highest regard. He provides a very good model for developing the curriculum to other staff, through building up excellent links with other schools and the community in the pursuit of the inclusion agenda. This is extremely effective ensuring full and equal access to enriched learning experiences by all pupils. It has also greatly enhanced the quality of teaching and pupils' achievements. The headteacher goes out of his way to overcome any barriers to learning that the accommodation presents, by taking the initiative in using the school's own resources to make improvements. He has also developed a very welcoming and caring family ethos within the school, which is also embedded in high expectations for pupils' learning and achievement.
35. Overall, leadership of key staff is good. The senior management team of assistant headteachers and the childcare manager provide very effective support for the headteacher. Collectively they ensure that new initiatives are fully implemented and they provide very good leadership and direction for other staff. As a result, teamwork is very strong and staff morale is high. Subject co-ordinators provide good leadership overall with some, such as the Foundation Stage co-ordinator, and the co-ordinators for literacy, communication, physical education, WRL and PSHCE providing very good leadership. Subjects are monitored closely and reviewed with senior managers. As a result, clear priorities for development are firmly established within a very well thought out school improvement plan. The school has rightly identified very well chosen priorities for further development, such as the further development of ICT to promote teaching and learning within subjects and more consistent use of assessment.
36. Governors ensure that statutory requirements are fully met and they monitor the work of the school closely through informal visits and through the committee structure. Governors are particularly vigilant in ensuring health and safety and the well-being of pupils, within the limitations to the accommodation, monitoring this aspect carefully. Governors also have a very good knowledge of the school's strengths and weaknesses and are fully involved in planning for school improvement. Governors support the work of the headteacher and staff, and hold the school to account for its work.
37. The school runs very smoothly on a day-to-day basis as a result of very good management. The headteacher and the assistant headteachers are very effective in monitoring the school's targets and the quality of teaching and learning, and key staff have begun to adopt more formal procedures for monitoring their subjects. Performance management is fully in place with performance objectives clearly linked to school priorities for development. Furthermore, the childcare manager ensures that all childcare staff receive half-termly supervision meetings to review their performance

and set new priorities for development. There are well-conceived objectives for all staff linked to well-chosen whole-school priorities for development. The school's budget is tightly controlled with detailed budget statements prepared for scrutiny by the governing body's finance committee. The school is very effective in achieving the best value in its spending decisions, through, for example, using its own resources to improve the accommodation and in establishing strong links within the community to redecorate the residence at no cost.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,453,407	Balance from previous year	54,086
Total expenditure	1,478,881	Balance carried forward to the next	28,612
Expenditure per pupil	19,459		

WORK-RELATED LEARNING

Provision for work-related learning (WRL) is very good and statutory requirements are fully met.

Main strengths and weaknesses

- Opportunities for work experience impact very positively on pupils' confidence and self-esteem.
- Pupils are very well prepared for work experience in school.
- WRL is very well led and managed.

Commentary

38. Pupils in Years 10 and 11 have very good opportunities to participate in WRL. Through work experience with local employers, pupils acquire a very good understanding of the workplace. Providers of work experience show great understanding of pupils' needs and are extremely supportive of pupils. As a result, pupils become more confident and greatly enjoy their work experience. For example, during the inspection, four pupils were engaged in work experience at a local garden nursery. Pupils were assigned tasks for taking cuttings of shrubs and potting these with labels for sale. They worked diligently with a minimum amount of supervision and thoroughly enjoyed their experience. Pupils knew how to obtain the necessary gardening tools and equipment and exercised great care in observing health and safety in the workplace. The manager and support staff provided pupils with positive feedback on their performance so that they had a very good understanding of how well they were doing and what they needed to do to improve. As a result, pupils were highly motivated, concentrated on their tasks and constantly improved their performance, gaining in confidence within a working environment. Some pupils show excellent achievement and rapidly gain skills of responsibility. For example, one pupil gained a prestigious regional award as the outright winner on a work experience programme in a major supermarket outlet. He did this in competition with mainstream pupils of his own age. Furthermore, the independent panel of judges were not informed of the nature of the pupil's difficulties or of the school he attended.

39. Pupils are very well prepared for work in the school. School based work-related learning includes buying fruit for resale through school outlets. Through this activity pupils undertake stocktaking, ordering, buying, weighing and pricing of goods to obtain a profit. They learn to work as a team, meet deadlines and undertake specific roles in their enterprise. Pupils are also taught aspects of health and safety in handling fruit. Staff ensure that work is used as a context for learning, particularly in practical applications such as mathematics. Debriefing sessions with pupils follow on from their work experience placements so that they develop a deeper understanding of different types of workplace. Pupils are also provided with careers guidance and work on self-awareness and decision making, through very strong links with the Connexions service. There are very good opportunities to examine work-related topics such as dress code, punctuality and following instructions, all of which promote personal development very effectively. They are involved in very well planned projects in catering and horticulture at local colleges of further education and the school has developed highly relevant AQA unit awards, which also enhance pupil's personal development very effectively. Examples of these are as follows: using a college canteen; using a sweeping brush; preparing for planting, sowing and growing herbs; small animal care and using money in a practical social setting.
40. The co-ordinator for WRL is highly effective and has ensured good improvements to this area of the curriculum since the last inspection. There is a clear action plan in place with much closer links to national guidelines for WRL. There are more effective cross-curricular links to PSHCE, language, communication and numeracy. She makes effective use of ICT to select appropriate placements for pupils with particular special educational needs. As a result of close monitoring of this provision the school has received very positive feedback from local businesses on the quality of WRL.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Provision for children in the Foundation Stage is good overall and has several very good features, indicating good improvement in some areas since the last inspection. The significant increase in the number of children with PMLD places much greater demands on the co-ordinator and Foundation Stage staff so that a judgement of good improvement since the last inspection represents a reasonable measure of progress. The approach to integration to include all children is very good. The teacher, nursery nurse and support staff work together as a strong team in the nursery class and there is equally strong teamwork in the mixed reception and Year 1 classes. They prepare generic weekly planning that outlines the pattern of activities each day. Daily planning provides a good specific focus for children's learning, although the teachers' planning does not indicate a level at which children are expected to achieve or provide a guide to assessment. Nevertheless, assessment procedures are very good because members of staff know the children very well through their very close daily working. They record their observations daily after each main activity and ensure that the activities match the needs of individual children. These records form a very good basis for reviewing and setting fresh targets in the individual education plans.
42. The curriculum and breadth of experience is very good since the staff work intensely with the children to stimulate them. As a result, the children make good gains in relevant skills and understanding. They achieve well overall across the areas of learning, and achieve very well in their personal, social and emotional development, and in their knowledge and understanding of the world. The leadership and management by the co-ordinator are very good because she has very good insight into the children's needs and gives strong direction to meet them. The curriculum and approach provide excellently to include all pupils through carefully targeted activities. These are enhanced significantly by the expertise of specialist teachers for science, music and physical education. The student placed with the nursery class gives very good, natural support.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All members of staff combine warm relationships with high expectations to ensure that experiences for the children are worthwhile.
- The children's achievement is very good.
- The children are happy and enjoy the range of activities provided.
- The children are encouraged to take responsibility as far as possible.
- Many routines help the children to be aware of others and take pleasure in their achievements.

Commentary

43. All members of staff have warm and positive relationships with the children, which encourage them to respond. They give unstinting time and attention to each child, delighting in each sign of response or improvement. The good daily routines, such as singing a welcome song at the start of each day, help the children to be secure and to recognise familiar experiences. As far as possible, members of staff encourage children to make choices and decisions as, for example, in putting their hands in a cornflour mix. Most children at times demonstrate a preference and the higher attaining are beginning to understand the consequences of their decisions. A few children are beginning to dress or undress themselves though they tend to

leave clothes where they fall. All the children need help with personal care and hygiene, but they co-operate happily with the well-established routines. These help the children to form relationships with one another and to take turns. Snack times reinforce their personal development well since they come together to share the social occasion. The children are helped to reinforce the experiences they enjoy as, for example, pushing the lever of an electronic toy to hear the sounds. These activities provide positive feedback and all the children show some signs of concentration, including those with profound and multiple learning difficulties. For some of the nursery children, the very focused experiences in the adjacent sensory room are having a significant effect on their concentration and sensory perception. The children mostly take a very good interest in the carefully planned activities so that they make very good progress. The quality of teaching and learning is very good in this area so that the children achieve very well in relation to their targets.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Members of staff give a good emphasis to developing children's skills in language and communication so that achievement is good.
- The teacher and other adults use a good range of strategies and stimuli to promote children's learning.
- Activities are very carefully planned, although the intended levels of achievement are not recorded.

Commentary

44. Activities with a language focus are planned carefully and resourced well. Children are brought together into a small circle so that there is shared experience. They are encouraged through signing and praise to respond to familiar songs and rhymes. Some activities emphasise important daily events like receiving a letter. Well-used resources help the children to learn about a letter box and some consequences of the letter; also polishing the floor ready for a visitor. All adults use frequent signing to convey and reinforce meaning while giving a good emphasis to key words. There is a good structure to language-focused sessions where a group activity is followed by carefully focused individual work. For example, the higher attaining children were challenged well to match a symbol to an object such as a sock. They are achieving well because the adults provide activities that build a strong connection between objects, language and symbols. The adults' continual reinforcement and strong encouragement motivate the children to enjoy the activities and try hard. There is a very good emphasis on conveying meaning through the PECS. As a result, the higher attaining children form sentences to say 'I can see a sock'. The children with profound and multiple learning difficulties are helped to track letter shapes using a torch. As a result, the children are beginning to track the light of a torch and other objects with their eyes.
45. The teacher and the other adults provide a very good range of very early language stimuli. These include experience of what a book is like and how to turn pages, that words and symbols convey meaning and that we may communicate our feelings and ideas through signs. For children with PMLD there is very close attention to the most basic of skills, such as learning to follow a light with the eyes. The quality of teaching and learning is good in this area, with several very good features, and children achieve well as a result.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Very thoughtful and carefully targeted teaching promotes good learning and achievement.
- Activities are matched very well to the children's education plans.
- The class teachers and other adults are very perceptive of the children and note any form of response.

Commentary

46. The class teachers and nursery nurse select activities very carefully to match the precise stages of development of the children. The activities provide for a wide range of pre-number and early spatial ideas such as matching colours and fitting shapes. The higher attaining children completed six two-piece jigsaws correctly, for example, knowing to turn and adjust the pieces until they fitted. They have an early understanding of two, for example, that an elephant has two tusks, but are not yet consistent in recognising three. Other children recognised correctly which bell would ring in response to an action and placed PECS symbols in a sentence to demonstrate recognition of blue, red and yellow. The very good class management ensures that all adults use their time for maximum benefit. Their good subject knowledge and very good relationships promote good achievement by all groups of children through positive and stimulating interactions. The teachers and other adults are very responsive to the children, giving praise and encouragement, which helps them to try hard. As a result, children make good progress during the planned activities. The quality of teaching is good and promotes good gains in early skills and understanding. Activities are chosen very carefully to match the targets in children's education plans, although the expected level of attainment is not usually noted. Adults keep very good ongoing records, which track the children's progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- The class teacher and science teacher provide very good practical experiences, which enhance learning.
- The children's achievement is very good.
- Daily routines help the children to become familiar with simple organisational matters that affect their lives.

Commentary

47. The Foundation Stage co-ordinator and the other adults have good routines during the day to help the children feel secure and to demonstrate how daily patterns help meet our needs. Children meet together at the start of each day and sing a welcome song, for example, and one child takes the register to the school office to learn the way around the school. They come together with all other children for lunch-times, which provide a very orderly and social occasion. Three higher attaining children join the *Holding Hands* pre-school playgroup in the school hall and learn that other children visit the school. As a result of all these experiences the children are building an early sense of time and occasion.

48. In a very good lesson taken by the science teacher, children were given direct tactile experiences of the feel and texture of a good variety of materials such as spaghetti and chocolate granules. The children were helped to explore simple properties by breaking pieces of brittle vermicelli and feeling the soft, moist cooked spaghetti as a good contrast. The children took a very good interest in helping to stir water into powdered cornflour and then exploring how the sticky liquid behaved. All children were included excellently in the activity, all adults giving high quality time to ensure that the children had good experience, and delighting

in their responses and enjoyment. There is a good selection of resources to support children's development in this area, including electronic toys to operate with switches, resource boxes to help stories come to life and simple construction equipment. The quality of teaching and learning is very good in this area so that children achieve very well.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- All adults provide a high level of care and welfare for the children's physical development.
- The children's achievement is good.
- Activities are managed well to provide good opportunities for children to improve their co-ordination and physical control.

Commentary

49. Children have good daily opportunities to handle and explore a good variety of materials in order to increase their physical co-ordination. The children with PMLD, for example, are learning to push a lever on an electronic toy to make a sound or to move and control their eyes in response to a moving light. The learner swimming pool provides good opportunities for children to become familiar with being in water and to experience the sensation of floating.
50. In a very good lesson taken by the nursery nurse, children were helped to turn a whisk in order to make a strawberry or banana whip. They experienced the rotating motion required and felt the vibration of the electric whisk. The very good ethos in the classroom reflected the adults' excellent approach to including all groups of pupils and providing direct sensory experiences. As a result, children's spiritual development was enhanced and their learning was extended through very good communication and accentuated speech and signing. The teachers' planning shows that children have a weekly session with the specialist teacher for physical education. Observation of one class shows that she gives very careful attention to the children's emotional and physical development through well-structured activities. The quality of teaching is good in this area and supports children's learning well so that their achievement is good.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The teachers and nursery nurse plan interesting and worthwhile activities.
- There are several good links between creative development and other areas.

Commentary

51. The class teachers, nursery nurse and support assistants give good attention through their planning to the children's creative development, which ensures good breadth to their experience. Children were shown a pot of snowdrops and a picture of aconites to help them see how the flowers are formed. Using finger paints, the children were helped to represent the flowers by dabbing their fingers on large sheets of paper. The children were supported very sensitively so that each child saw the colours and was helped to make their own picture. Children benefit from the expertise of the music specialist teacher who provides lively and positive experience, for example, in singing to her accordion accompaniment. Her good choice of songs and music encourages the children to take part and begin to appreciate some

elements of musicality. Her lively actions in making the puppet, Pinocchio, dance on a drum in time to the music helped to emphasise the rhythm.

52. Several activities across the areas of learning contribute to the children's creative development. Stirring the water into the cornflour, for example, enabled the children to see the powder change to a smooth texture and when chocolate granules were dropped in, the swirling effects were heightened. Swimming and opportunities to run freely in the school hall encourage their personal and creative development. The children have full access to the creative curriculum and are helped to participate in good spiritual experiences. The quality of teaching and learning is good and children achieve well as a result.

SUBJECTS IN KEY STAGES 1, 2, 3 and 4

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The curriculum is very good and this has a significant impact on pupils' learning.
- Assessment in the subject is good and has contributed to pupils' achievement.
- The teaching of communication skills is very good.
- Teaching assistants make an effective contribution to pupils' learning.

Commentary

53. Pupils throughout the school achieve well, especially in their communication skills, because of the way teachers take every opportunity to promote language and communication in the classroom. This has had a significant positive effect on pupils' achievement throughout the curriculum. By using the structure of the national strategies for English, teachers have increased the rigour of their planning and they have successfully adapted the curriculum to take account of the attainment and ability of each pupil.
54. Pupils benefit from a very well organised and resourced programme for language development, which includes very good provision for developing skills in communication and language in residence. The use of symbols and signing is very well developed and used consistently by all staff. Pupils from the earliest stages are introduced to symbols and are taught through specific strategies such as PECS that they can use the symbols to help them make choices and express their opinions. By the end of Year 2 most pupils are familiar with several symbols to express whether they are happy or sad or to request a choice of drink and snack. Through good teaching in Years 3 to 6, particularly in Year 3, pupils are able to extend their confident use of symbols to describe the position and size of objects and are starting to construct simple sentences. Teachers have a very good knowledge of their pupils' progress and have developed expertise in knowing when pupils are ready to start using spoken language. The pupils' progress is carefully monitored by an extremely competent speech therapist who enhances the pupils' achievement through very good interventions and advice to teachers. In the residence, childcare staff plan daily after-school activities very effectively with the speech and language therapist, which considerably enhances learning of communication and language skills. As a result, all pupils' achievements are very effectively promoted, as they learn to sign and communicate in everyday practical living situations.

55. By Year 9 most pupils are developing more sophisticated skills in communication. Through a combination of symbols and spoken language they are encouraged to practise and distinguish facial expressions and tone of voice while continuing to build their vocabulary and make increasingly confident use of their skills in describing events and objects. The pupils' personal and social development is effectively developed where teachers provide activities that require pupils to communicate with each other. Pupils in Years 10 and 11 continue to make good progress and many achieve success in nationally accredited units of achievement.
56. The pupils' achievement has been significantly supported through the effective assessment system. Teachers use the strength of the very detailed curriculum to plan individual work in very small steps. In the best lessons the pupils' achievements are very accurately recorded. This enables teachers to plan with precision for each pupil. This provides challenge for the pupils and leads to good progress. Practice is particularly effective in Years 7 to 9 since the subject co-ordinator is developing even more detailed recording. Pupils make good progress in their literacy skills and by Year 11 have experienced a wide range of written work. Higher attaining pupils are able to construct simple sentences without support and have developed their reading skills to the stage where they can read simple books. Pupils reach their full potential by achieving success in accredited certificates of achievement. The work of some pupils has been duly celebrated by being published in anthologies of poetry by school pupils from across the region. This represents excellent achievement for these pupils.
57. Pupils with PMLD (profound and multiple learning difficulties) follow an appropriate sensory based curriculum. Teachers make good use of stories and objects of reference to stimulate the pupils. The teachers ensure that pupils with PMLD are included where possible in class activities, for instance, in Year 6 when all the pupils took part in a dramatisation of *The Firefly*. The teacher made good use of a variety of torches, lamps and the school's electronic sensory equipment to involve the pupils in a collaborative enactment. In a few lessons, however, the staff teach each individual pupil in turn. While the pupils are actively engaged with the teacher they make good progress, but when other pupils are being taught the pace of the lesson drops and the pupils lose concentration and interest.
58. The teaching of English is good. Teaching and learning in English have shown a good improvement since the last inspection. Teachers expect pupils to try hard and they provide challenging, interesting activities. The staff have benefited from substantial training in communication techniques and they apply this well to support each individual pupil. Lessons are characterised by very good relationships. Pupils trust and like their teachers, and respond by behaving well and concentrating for long periods. The provision for pupils with more challenging behaviour is good. The staff follow procedures consistently and are skilled in calming pupils and getting them to refocus on the lesson. The competent and professional teaching assistants make a very good contribution to lessons.
59. The subject is well led and managed. The separate co-ordinators for communication and for literacy are committed and enthusiastic. They are good role models for other staff. The co-ordinators manage their monitoring responsibilities effectively and have developed the subject very successfully. The co-ordinator for literacy sets very high standards in her own work and has a clear understanding of the development issues related to further improvement. The co-ordinator for communication has maintained very good relationships with the speech and language service. She has promoted and

managed the development of the very good communication curriculum and has ensured that standards of staff training are maintained. The co-ordinator has a good grasp of the standard of provision and is realistic in identifying areas for further improvement.

60. The subject is well led and managed. The separate co-ordinators for communication and for literacy are committed and enthusiastic. The co-ordinators manage their monitoring responsibilities effectively and have developed the subject very successfully. The co-ordinator for literacy sets very high standards in her own work and has a clear understanding of the development issues related to further improvement. The co-ordinator for communication has maintained very good relationships with the speech and language service. She has promoted and managed the development of the very good curriculum for communication and has ensured that standards of staff training are maintained.

Language and literacy across the curriculum

61. The provision for use of language and literacy across the curriculum is very good and all staff subscribe to the school's policy of total communication in each area of the curriculum. The strategies are consistently applied and pupils benefit in each subject from the emphasis on their language skills. The staff use symbols very effectively also in recreational periods, such as drinks sessions, where pupils make choices and express their preferences. The pupils' learning is reinforced while in the residential provision. In all subjects the pupils' understanding is very well promoted through the consistent use of signing and symbols, and in the high quality of teachers' questions and their focus on the specific vocabulary involved in each learning activity.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The mainly good teaching throughout the school ensures that pupils learn and achieve well.
- Teaching assistants provide very good support, particularly for the lower achieving pupils.
- Leadership is good and assessment procedures are very good.
- The use of ICT has improved.
- Pupils' mathematical skills and knowledge are used well in other subjects.

Commentary

62. Teachers have a good relationship with their pupils and know their individual learning difficulties well. This is shown in the use of pupils' individual mathematical objectives and IEP targets to inform planning and ensures that tasks are well matched to ability and typified in the teachers' adaption of their use of direct questioning to ability and age appropriate to individual pupils. PECS is used well to inform pupils, particularly those with language and communication difficulties, of activities. The Teaching and Education of Autistic and Communication Handicapped (TEACCH) approach to teaching pupils with autism is generally effective in helping pupils to focus well on their given tasks. For pupils with more profound multiple learning difficulties (PMLD) the good use of switches to access learning and the use of objects of reference enable them to take part in lessons and to achieve well. Signing is widely used by teachers and was observed to be particularly helpful to hearing impaired pupils to understand teaching points. However, on a few occasions, pupils with very challenging behaviour upset teachers' lesson planning and disrupt the learning of others. This prevented pupils' learning

from being better than satisfactory. However, pupils' attitudes towards their learning are generally good. In one excellent lesson of mainly Year 9 pupils the pupils visited a warehouse to purchase fruit and vegetables for the school shop, after which they went to a café for food and drink. Excellent planning and teamwork between the teacher and teaching assistants resulted in all pupils becoming more aware of the use of measurements, units and money, and evidently very much appreciated by them as shown by their beams of enjoyment and achievement.

63. Very good teamwork between teachers and their teaching assistants (TAs) was also evidenced in most lessons. This allowed the teaching of pupils in ability groupings and contributed well to pupils' generally good achievements. Consequently, there is a good improvement in provision for the subject since the previous inspection with teaching and pupils' achievements now good throughout the school.
64. By Year 2, most pupils have an emerging understanding of common shapes, and the higher ability pupils recognise numbers up to ten and match a given number with the correct number of objects. In Year 6 most pupils are able to recognise common shapes, match numbers of objects and have an emerging understanding in their work on time of hour and half hour. Higher ability pupils are learning addition and are able to use a number line to 'count on' from a given number. Most pupils in Year 9 order sets of objects by both size and number, recognise hour and half hour and understand addition of objects up to twelve. By Year 11 pupils are making very good progress towards their AQA Unit Accreditation awards, and ASDAN Transition Awards. A very good example of the practical provision is the use of pupils' functional mathematical skills to weigh, bag and price fruit and vegetables to be sold to parents through the school shop.
65. The subject leader has a good vision for the further development of the subject. An audit of resources, including ICT, is to be undertaken and the provision for accreditation evaluated and revised. Assessment based upon the P Scales and National Curriculum descriptors is fully established and is used well to inform on pupils' targets in their individual education plans (IEPs), which are reviewed and updated at least termly, enabling very good tracking of pupils' progress over time. This represents good improvement in assessment since the previous inspection. The use of ICT to support the subject's teaching and learning has improved since the previous inspection and is now satisfactory, as are accommodation and resources.

Mathematics across the curriculum

66. Pupils apply their mathematical skills well across the curriculum. Several uses of pupils' mathematical knowledge were observed, such as in food technology (weighing and measuring), in design and technology where pupils measured and designed a frame for a project and in ICT where pupils use pictograms to display data.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in science overall by Years 2, 6, 9 and 11.
- The school does not have a practical area to support scientific investigations, which limits opportunities for the pupils.
- Pupils take a good interest in activities.
- The science teacher promotes a good practical and investigative approach.

Commentary

67. Pupils achieve well in science in Years 1 to 6 because the teacher provides a good practical basis for their learning and the curriculum is structured well. In a well prepared lesson on the senses, for example, pupils in Year 1 pulled off and examined a selection of lettuce, cauliflower and cabbage leaves to experience how fresh leaves feel. Some leaves were then heated in a microwave oven and pupils were helped to feel and smell them to notice differences in texture. The good emphasis on contrast promoted good achievement, although opportunities to extend the pupils' language by using a variety of descriptive words were missed. Similarly, several of the worksheets for pupils' previous work have the response 'like, dislike' rather than focusing on a property/outcome of their experiment. A further good lesson for pupils in Years 3 to 6 provided good tactile experience as pupils felt a variety of objects in a feely bag. Several pupils explained clearly about the differing properties they could feel such as hard/soft. All pupils were included well and were encouraged to feel and describe the object and, as in other year groups, demonstrated good interest and behaviour. Pupils' previous work indicates that they are achieving well to Years 2 and 6. Pupils have watched ice cubes melt and considered simple properties of materials. They have grown seeds in different places and observed the effects, some recording through PECS. Older pupils have looked at pond life and minibeasts, which, overall, provides evidence of good practical work through good, consistent teaching with relevant activities. Most recorded work is annotated and has a note of the level of work achieved, showing good assessment procedures.
68. No lessons were seen in science for Years 7 to 9 because they were not timetabled during the days of the inspection. Their previous work shows that the practical work continues to provide a good basis for learning and for gaining investigational skills, and they achieve well overall. Pupils have tested woods for strength and water containers for watertight properties, for example. Pupils continue to achieve well in Years 10 to 11, although the absence of a practical area for science and other subjects makes demands on the teacher and tends to limit achievement. In a well prepared and resourced lesson on growing mustard seeds several pupils noticed and explained why growth was different in the seeds sown the previous week. The higher attaining pupils understood that plants require warmth, water, light and nutrition to grow. The lesson had very good purpose because the pupils used the cress to make egg and cress sandwiches and understood the results of their experiments.
69. Pupils' previous work in Years 10 and 11 provides good evidence that they are achieving well in real scientific skills, such as observation, making predictions, testing and recording. Good teaching provides a good practical basis to their learning and this is consistent from Year 1, based on good curricular balance. Teachers and other adults use several good ways to help pupils record their work, including the effective use of PECS. The contribution by the teaching assistants across the school is very good since they provide positive support and have a good knowledge of the individual pupils. Planning is good overall, with well chosen tasks. Pupils' recording methods often draw well on good practice in literacy. Assessment procedures are good, with ongoing notes to keep track of pupils' progress. The subject leader provides good direction and ensures that the pupils have relevant and worthwhile experience. She has revised all the science programmes of work to ensure continuity. She monitors pupils' work and has established good assessment procedures based on the P Scales or National Curriculum levels. There are good links with partner schools. The level of resources is satisfactory and the school makes good use of the sensory garden. The teachers work hard to overcome the lack of a designated practical area for science, mentioned in the last two reports, but the arrangement to carry resources to each class is not efficient. There is very little evidence of applications of ICT in science. The school has maintained the good achievement and provision indicated at the time of the last inspection as well as making several further improvements.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **good**.

Main strengths and weaknesses

- An appropriate curriculum, which meets pupils' needs well and is taught effectively, ensures that all pupils enjoy their learning and achieve well throughout the school.
- There is very good application of ICT for pupils having more complex learning difficulties.
- Staff work well together providing effective teams.
- Leadership and management are good.
- The use of ICT across the curriculum has improved, but further development is required.

Commentary

70. The school has made very good improvements in standard of provision since the previous inspection. At that time ICT provision was unsatisfactory, but now it is good. Teaching is consistently at least good throughout the school and teachers' competence and confidence in the teaching of discrete ICT skills has also improved since the previous inspection. Consequently, improvement in provision for the subject is very good. Provision has also been enhanced by every class having a resource of switches to enable pupils, particularly those with profound multiple learning difficulties and complex needs to interact with the lesson and become more independent learners. A common aim of all teaching, very appropriate for the range and type of special education needs of the pupils, is to ensure that such pupils have cause and effect (causal) skills. These are very effectively taught using switched control devices such as the mobile sensory trolley and the sensory room that encourages pupils to control such effects as fibre optics and, particularly for pupils with autism, to socialise and share.
71. Lessons accommodate the range of different needs effectively with teachers using ICT applications that match the needs of individual pupils. For example, in a Year 8 lesson on control, pupils with PMLD used switches to control resources on the sensory trolley, some pupils programmed a floor turtle, while others, mainly the higher achievers, were introduced to programming a screen turtle. However, at times, due to the small number of available computers, pupils were not always engaged in the lesson. Teachers know their pupils well and make good use of this knowledge in their use of direct questioning to guide and encourage pupils' individual learning. Additionally, teaching assistants work well as a team with teachers and provide very good support to their pupils, which further enables the pupils to learn. Consequently, pupils generally enjoy their learning and are achieving well throughout the school.
72. By the end of Year 2 higher achievers are learning the basics of word-processing by typing in their names with capitals and spacing. Other pupils show an understanding of causal and emerging hand/eye co-ordination skills in using the computer mouse. By Year 6, most pupils are confidently using the mouse to locate and select items on the screen and using a graphics program to draw lines. Pupils with PMLD and those with more complex needs use switches well to take part in whole-class activities. By Year 9, some pupils are able to operate electrical devices confidently, such as microwaves, under supervision. They are beginning to learn how information can be represented by a simple database and to produce pie charts from the information and to use a digital camera with support. Pupils in Years 10 and 11 consolidate and apply their skills very well through AQA Units of Accreditation and the ASDAN Transitional Challenge.
73. The subject leader for ICT has a very good overview of the required provision and has ensured that poor accommodation, which limits whole-class teaching and learning of ICT discrete skills, is minimised through various initiatives. Some of these include very good inclusion links with a local mainstream primary school that ensures provision for high achievers in Year 5. Similar links with a secondary specialist school for technology has resulted in technical support for the

setting up of computer-aided design (CAD) at school. The use of a mobile interactive whiteboard has proved unreliable and the subject leader is looking at a more permanent site for it. AQA Units of Accreditation have been provided, since the previous inspection and more are being validated. These will help to ensure the continuity of teaching and progression in learning in Years 7 to 11. Resources are good with at least one computer in each teaching area linked to the Internet and a range of switches for pupils to control the wider range of ICT devices.

Information and communication technology across the curriculum

74. The subject leader has worked hard to promote the planning of ICT into all subjects' medium-term planning. Additionally an audit has been completed by subject co-ordinators, of the use of ICT in their subjects to obtain an overview of such use. Teachers are beginning to use ICT applications, such as PowerPoint and Writing With Symbols, and subject specific programs more in their teaching. The use of ICT to support teaching and learning in subjects such as English, mathematics, science, and religious education, is good and has also improved since the previous inspection. The school rightly recognises the need to extend this further.

HUMANITIES

Religious education was inspected in full and is reported in detail below. History and geography were sampled.

75. In **geography**, pupils learn about different homes such as stables, kennels and their own house. By Year 6 they have followed simple maps of their classroom and the school. Many activities are based on stories such as Spot's First Walk, which also increases the pupils' communication skills. Pupils in Years 7 to 9 learn about different environments and the local area.
76. Work in **history** is linked to geography and pupils visit areas of Welton, such as the church and new housing developments. These projects are very well organised and teachers use the visits and a good range of resources such as photographs and very simple maps to extend the pupils' understanding. Teachers keep good photographic records of pupils' work and progress. The pupils' train journey to Brough, for example, was celebrated in an effective wall display of photographs taken during the journey. In this work, pupils enjoyed the new experiences, learned about new and old forms of transport and gained some familiarity with their own locality. Pupils in Years 1 to 6 learn, in history, to distinguish new from old, through topics such as birthdays and by comparing new and old artefacts, such as vacuum cleaners.
77. Both subjects are well managed by enthusiastic co-ordinators, who have a good command of their subjects. ICT is used effectively. The pupils have good access to video and digital photographs of artefacts and local objects of interest. Teachers use signing and symbols effectively to enhance the pupils' understanding.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The curriculum is good and has been effectively developed for pupils in Years 7 to 11 with very good improvement since the last inspection.
- Teaching is good. Pupils enjoy lessons and are motivated to achieve well.

- The subject is well managed.

Commentary

78. There has been very good improvement in religious education since the last inspection. At that time it was judged as unsatisfactory, but it is now good. Careful thought has been given to the way that religious education, based on the locally agreed syllabus, has been developed for pupils of different ages and attainments. This has resulted in a curriculum, which is relevant to St Anne's pupils and which helps pupils to learn and share experiences. Pupils encounter a range of interesting activities, which seek to extend their knowledge and understanding of their own lives and how these relate to the Christian and other faiths. Younger pupils learn through stories and role play about the life of Jesus and by Year 6 the pupils have learned about various festivals such as Easter and Christmas and the significance of festivals in other religions such as Eid and Divali. Much of their work is suitably linked to learning in history and geography, for instance, in a project on the local church, which increases the pupils' understanding of the significance of the church while establishing the old and new aspects of the church within the community.
79. Older pupils in Years 7 to 11 now benefit from a well-planned scheme of work. The curriculum effectively builds on their earlier experiences and pupils gradually learn to appreciate more complex ideas such as the significance of images of light to religion and how these images are used in all faiths. The oldest pupils demonstrate a growing familiarity with Christian stories, reinforced by activities, which enable teachers to extend their language and understanding. Some pupils have made models of Noah's ark, which involved them in designing their model and in asking and responding to questions about the story.
80. Teaching and learning in the subject are good and there are some strong features. Teachers are enthusiastic and well informed, and use symbols and spoken questions effectively to extend the range of what pupils understand and can do. Pupils in Year 2 dressed in robes and went to look for Jesus following a story about how he was lost in the temple. The teacher skilfully maintained pupils' interest in the story while increasing their vocabulary in asking, "Is He 'behind' the cupboard?" and "Is He 'under' the table?". Teaching assistants are effective in supporting the pupils, particularly in managing instances of challenging behaviour. Teachers are particularly skilled in involving all pupils. Pupils with profound and multiple disabilities are included successfully in stories and role play. Teaching assistants ensure their inclusion in activities by giving them a high degree of attention and by making good use of sensory materials and objects of reference to enhance their understanding. Pupils enjoy lessons and respond with concentration and motivation. As a result they achieve well.
81. The management of the subject is good. The co-ordinator has developed relevant and balanced programmes for pupils in Years 7 to 11 and this aspect of work has much improved since the last inspection. Standards have thus been raised for the pupils. The co-ordinator monitors planning each term and has a good understanding of how to develop the subject further. The resources and accommodation for the subject are satisfactory and are enhanced by the visits to local places of worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

82. Two **art and design** lessons were seen. Two Year 10 pupils were observed attending inclusion lessons at a local specialist mainstream school to study art and design at GCSE. Supported by a very enthusiastic teaching assistant and tasks well matched to their abilities the pupils made very good progress and a scrutiny of their work portfolios show very good achievement over time. In the Year 5 lesson, teaching, learning and achievement were all good. The lesson was well planned, although pace varied at times, and the pupils evidently enjoyed using various shaped tools to produce contrasting patterns. There is an abundance of pupils' work on display that is clearly influenced by the work of other artists, for example, a very good interpretation of Vincent Van Gogh's, *The Starry Night*. Equally there are good examples of pupils' individual styles, working in pastels, pencil, charcoal, water paints and collages, and prompted by their study of the works of such artists as Mondrian, Georgia O'Keefe, Picasso and Kandinsky. The very high quality displays reflect the developing maturity of the pupils as they move through the school. Pupils' work is valued, respected and their achievements are celebrated. This contributes significantly to the school's very positive ethos.
83. Good assessment systems are used to inform lesson planning. Very good accreditation for pupils in Years 10 and 11 is through the AQA Units of Accreditation and GCSE in a local mainstream school, where currently three pupils are on course to gain grades C to G. The lack of specialist accommodation was noted in the previous inspection and continues to restrict the full breadth and depth of the taught curriculum.
84. One **design and technology** lesson was seen, and a group of four Year 11 pupils were observed attending inclusion lessons at a local specialist mainstream school. Pupils use the school's resources and specialist accommodation to undertake project work in resistive materials, which counts towards their AQA Unit of Accreditation. This is providing very good opportunities to challenge these higher achieving pupils and for them to benefit from peer group role models. Sympathetic teaching from the specialist teacher and very good support from two teaching assistants from the special school resulted in pupils being well pleased with their good achievements.
85. The subject leader has good vision for the development of the subject and has worked hard and effectively to compensate for the small specialist area for food technology, and the lack of specialist accommodation for resistive materials, through various inclusion initiatives with a local college of further education, a specialist secondary school and an agricultural college. Very good arrangements for accreditation are through the AQA Units of Accreditation and the ASDAN Transitional Challenge for pupils with more complex learning difficulties. Assessment against the P Scales and National Curriculum level descriptors is used well for lesson planning and monitoring progress.
86. The subject leader for **music** uses her extensive expertise and experience to good effect in providing enjoyable and stimulating sessions for the pupils. She encourages pupils to be actively involved, whether in singing familiar songs or in learning to play an instrument. As a result, pupils achieve well. In a lively lesson with pupils in Years 3 to 6, for example, she gave the lead for songs along the theme of weather, giving a good emphasis to the language of the lyrics so that pupils joined in positively. Pupils had the opportunity to play a variety of simple wind instruments and their efforts were praised as well as tolerated by the adults. Some pupils have an early understanding of some elements of music, such as loud and soft, or high and low and a few have a good sense of rhythm. Some pupils also join in by using signing. The subject leader demonstrates good subject knowledge through her presentations and discussions in

lessons and provides a good quality of teaching so that pupils learn early musical skills well. She provides good direction for the subject and ensures that all pupils are enabled to take a full part. The curriculum is good and ongoing assessments in lessons are good as the teacher responds to individual pupils with praise and encouragement. The co-ordinator has accumulated a good selection of musical instruments, including several from differing cultures, and other resources such as compact discs.

87. The subject leader for **physical education** is very well qualified and uses her expertise well to plan for the development of pupils' physical skills in the context of their whole development. As a result, pupils benefit from relevant and challenging activities and achieve well. In Year 3, for example, pupils co-ordinated their movements by walking inside a square of cones, and two pupils demonstrated good skill in meeting the challenge to dribble a ball in and out of a line of six cones. Within Years 3 to 6, the teacher helped pupils to respond to each other while holding on to a large elastic ribbon, as an early dance skill. The teacher provided a good sequence of activities, which challenged the pupils very well at their own levels of attainment so that all pupils were included very well. Most pupils responded well and enjoyed joining in by working in pairs with good co-operation. In a lesson with Year 9, the teaching assistant was involved very well in providing the necessary support for individual pupils, which illustrated well the positive role that all assistants take. The pupils demonstrated growing confidence with an increasing range of body shapes in response to the teacher's good choice of activity. Pupils with PMLD, as for others, are fully included in activities.
88. The school's hydrotherapy pool is used effectively to help pupils become confident in the water through regular sessions. Pupils are able to take part in a very good selection of physical activities beyond the school day. Pupils who are residential, for example, are able to go tenpin bowling. The subject leader for physical education provides very good leadership. She has particular expertise in dance and is providing good direction for this aspect to develop further. Ongoing assessment is good; the assessments required for accreditation in Years 10 and 11 are very good. The school gained the Activemark and Sportsmark awards in 2004, confirming the strong lead given to the subject and indicating that pupils achieve very well by Year 11. The level of resources is very good, with many imaginative and multicultural items for dance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education (PSHCE) is **very good**.

Main strengths and weaknesses

- Pupils' achievements are very good because teaching and learning are very good.
- There are wide ranging opportunities to enrich pupils' learning.
- The 24-hour curriculum makes a very positive impact on PSHCE.
- Very good leadership and management have led to good improvement since the last inspection.

Commentary

89. Provision for PSHCE is taught not only as a discrete subject, but also through the very effective life skills programme for older pupils in Years 7 to 11, where citizenship and PSHE are combined. PSHCE also permeates all subjects through individual education planning, and in other aspects of the school's work, such as provision within the residence. Pupils' achievements are very good as a result of very good teaching and learning. By Year 2, pupils learn to live harmoniously as part of the classroom community. By Year 6, pupils learn to accept differences in people and they learn more about themselves. By Year 9, pupils cope very well with different environments, with different routines and expectations, such as visits to shops and places of interest. By Year 11, pupils develop greater confidence in caring for others, in looking after pets and they develop collaborative learning as part of a team. They also develop their independence and increase in maturity through the excellent inclusion, and links with schools and the community provided by the school. Pupils develop great respect for staff as a result of teachers' very good relationships with them. Teachers also provide very good opportunities for group work in lessons so pupils develop the skills of taking turns, sharing and develop excellent relationships with others.
90. Excellent opportunities for enriching learning include pupils' participation in the Healthy Schools programme where pupils learn about healthy foods and protecting the environment. Pupils' PSHCE skills are very effectively promoted through an excellent range of visitors to the school, such as the Life Education Bus, the Anti-Bullying Workshop and Speak Out Drama. Excellent inclusive links with other schools and colleges enable pupils to interact with their mainstream peers as well as developing greater confidence as learners. For example, younger children in the Foundation Stage join in with mainstream children through the *Holding Hands* activities in school and older pupils in Years 10 and 11 make tea and coffee for others at break-times in the local college of further education. Pupils' participation in fund-raising activities, also promotes a greater awareness of the needs of others, developing citizenship very effectively. Through the school council, pupils also learn about decision making and democracy. Older pupils help younger pupils and learn to become mature and responsible. The very effective scheme of work for PSHCE includes essential elements to develop life skills such as stranger danger, privacy and growing up. There is also a strong emphasis on developing friendships, relationships, drugs awareness and sex education within the subject. In subject lessons, pupils are given opportunities to think about themselves, friendships and relationships, and they are encouraged to share their feelings
91. The 24-hour curriculum greatly enhances provision for PSHE. Care staff ensure that targets are set to develop pupils' independence and social skills and these are reinforced through a rich variety of activities within the residence, such as helping with routine domestic tasks, operating within a budget, sharing and taking turns, and taking responsibility for others within the context of community living. Parents have made very positive comments on the impact of this aspect of the school's provision on their children's personal development at home. Care staff closely monitor and review pupils' progress within their individual targets for PSHCE.
92. The co-ordinator provides very good leadership and has ensured good improvement since the last inspection. There are now more opportunities to develop pupils' PSHCE and citizenship skills, through increased accreditation, such as the ASDAN Transition Challenge and Workright programmes. The development of a school council enhances pupils' citizenship skills and the co-ordinator has also developed a range of other

highly effective initiatives such as piloting the Dental Health Pack for special schools and participation in free fruit for schools to further promote PSHCE. There has been good improvement in assessment for PSHCE, with the successful introduction of P Scales, which are used very effectively to set precise targets and track individual pupils' progress over time. These are closely linked to individual education plans where precise targets for PSHE are set. Teaching and learning are closely monitored to ensure that PSHCE is promoted in lessons. Governors and senior managers also actively monitor provision for PSHCE.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>School grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	2

The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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 against individual targets and not national standards.