

INSPECTION REPORT

WEY HOUSE SCHOOL

Bramley, Guildford

LEA area: Surrey

Unique reference number: 125466

Headteacher: Paul Sanderson

Lead inspector: Hilary Gannaway

Dates of inspection: 7th – 9th December 2004

Inspection number: 268669

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	8 – 11
Gender of pupils:	Male
Number on roll:	31
School address:	Bramley Guildford Surrey
Postcode:	GU5 OBJ
Telephone number:	01483 898130
Fax number:	01483 894642
Appropriate authority:	Governing Body
Name of chair of governors:	Ailsa Vincent
Date of previous inspection:	17 -18 October 2002

CHARACTERISTICS OF THE SCHOOL

Wey House is a small day and residential school for primary age boys of whom the largest number are presently in Year 6. It is the only school of its type in Surrey and caters for up to 35 pupils with most coming from Surrey, although occasionally they come from other local education authorities. Up to eighteen pupils use the residential provision, weekly or part weekly, boarding from one to four nights. This is more than double the number at the previous inspection.

All pupils are from white British backgrounds and have a Statement of Special Educational Need for social, emotional and behavioural difficulties. There are an increasing number of pupils entering the school with a wide range of complex needs. Some pupils have additional needs such as attention deficit hyperactive disorder and autistic spectrum disorders, with the majority having had significant input from the Children and Adolescent Mental Health Service. This is because pupils are very emotionally disturbed, with some having spent time in psychiatric care or been out of school for long periods of time. There is one traveller and two pupils are in care.

Gaps in pupils' learning mean that attainment is below the level expected for pupils' ages. However, by the end of Year 6, attainment is consistently above that for similar schools. There has recently been (October 2004) a positive National Care Standards Commission report. Three members of the teaching staff left in July and it has been hard to replace them. The school is participating in the Healthy Schools initiative and has just had extra provision created for pupils from reception to age seven.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21527	Hilary Gannaway	Lead inspector	Mathematics Citizenship Geography History Personal, social and health education
32708	Helena Renfrew Knight	Lay inspector	
11239	Sue Flockton	Team inspector	English Art and design Design and technology Music Physical Education Special educational needs
10678	Margaret Paull	Team inspector	Science Information and communication technology Religious education

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
BN21 3YB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
SUBJECTS IN KEY STAGE 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Wey House is an effective school. The very good leadership of the headteacher has ensured that the school has continued to develop and improve despite staffing difficulties. Pupils achieve well due to good teaching and very effective team work by all staff. Most pupils have very good attitudes to learning because of the very successful support for their personal development and care. The school provides good value for money.

The school's main strengths and weaknesses:

- The headteacher is committed to ensuring all pupils receive a high quality education and effective personal support matched to their needs.
- Staff teams, including residential care staff, very successfully work together throughout the day to support pupils' personal and academic development.
- Very good behaviour management helps pupils to re-engage with their learning and make good progress.
- The valuing of pupils' views by staff support their very good attitudes.
- Recent changes in staff mean that not all subjects have a permanent co-ordinator and this affects subject monitoring and planning.
- Some aspects of assessment are underdeveloped.
- While the school has made good strides in developing provision for pupils with more complex needs, there is presently little in the way of consistent and regular therapeutic and medical support from other agencies.

Improvement since the last inspection in 2002, which was undertaken by HMI and deemed a section 10 inspection, has continued to be good. All the key issues have been addressed. The school has continued to make literacy and numeracy a main priority, supported by suitable assessment on entry to find out where pupils are with their skills, knowledge and understanding and what they will need to improve further. Provision for those with complex needs has improved and residential accommodation is being upgraded. Pupils' personal development has improved due to the close working relationships that exist between residential care staff and the school staff.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good overall and they make good progress towards their individual targets. The youngest pupils get off to a particularly good start due to very good teaching. Good achievement in English, particularly in speaking and listening, and in mathematics occurs because the school has effectively concentrated on these subjects to help pupils make up gaps in their basic skills. However, planning in other subjects for numeracy and literacy are limited and opportunities are sometimes missed to reinforce gains. Achievement is good in science where pupils are encouraged to be curious and to question. As a result of this good achievement, pupils do well overall in their national tests in Year 6 with a good proportion reaching the level expected for their age. Achievement is very good in personal, social and health education (PSHE) because there are planned opportunities throughout the day for pupils to progress and reinforce learning. In information and communication technology (ICT), achievement is satisfactory because chances to use ICT in lessons are not always taken. Pupils with complex and additional needs achieve as well as other pupils.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. There is a very positive ethos in the school. Pupils' attitudes to school are very good. They enjoy coming, are happy to take on responsibilities and get on very well with adults. Behaviour is good overall and particularly so at break, lunchtime and in the residential setting.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Teachers mainly manage pupils with very complex emotional and behavioural difficulties very effectively so that interruptions to learning are minimised and pupils concentrate well. Teachers work very well with teaching assistants and care staff in order to make sure pupils' learning needs are met. This they generally do well, and intuitively, because they know their pupils. However, planning does not always reflect where individual pupils may need focused support or adapted work. Assessment is good in English, mathematics and science and for behaviour management and social skills, but is limited in other areas. The curriculum is good and well supported by a range of extra activities. Care of pupils in the school and residential provision is very good as is support and guidance. Staff take pupils' views into account very effectively which successfully supports their self-esteem.

LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are good. Statutory requirements are met. Governors are very involved in monitoring and evaluation and this gives them a good overview of the school. The headteacher's very good leadership has contributed a great deal to the improvements made and the creative ways used to make sure pupils continue to receive good quality teaching, despite the loss of some teachers. The leadership of other key staff is good and management is good overall with all staff successfully involved in performance review. However, the lack of some permanent subject co-ordinators has meant subjects are not as well monitored as they were.

PARENTS AND PUPILS VIEWS OF THE SCHOOL

Most parents feel well-informed about progress, comfortable about approaching the school and that the school seeks the views of parents well. Pupils feel their views are valued, the school is well equipped and that they know when they are doing something successfully

IMPROVEMENTS NEEDED

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

- Ensure there are systems in place so all subjects can be effectively co-ordinated.
- Implement formal assessment in all subjects.
- Meet the increasingly complex needs of the pupils by providing appropriate therapies and medical services.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are below the level expected for the pupils' ages due to pupils having gaps in their learning. Nevertheless, all pupils, including those with complex and additional special educational needs, make good progress against their initial assessments and achieve well.

Main strengths and weaknesses

- Pupils achieve well in English, mathematics and science and very well in PSHE.
- Younger pupils in Years 3 and 4 get off to a very good start.
- Some opportunities to build on, and reinforce, achievement in numeracy, literacy and ICT in other subjects are lost.

Commentary

1. Most pupils have been alienated from learning before they arrive and have big gaps in their learning. Their achievement improves due to very good behaviour management strategies which mean that as pupils settle in to school, they behave better and begin to make good progress. This represents good progress since the last inspection as pupils now have more complex behavioural and learning needs and are often progressing from a lower base.

2. Achievement in English, mathematics and science is well supported because the school has effectively concentrated on them. Along with good, regular assessment in these subjects, this helps to pin point gaps in learning which pupils then work on. In English, pupils develop listening and speaking skills well because they are encouraged to discuss and voice their opinions in a range of lessons. Reading progress is clear with older pupils often reading quietly on their own. This they do well, often being happy to talk about their book with others. Pupils begin to develop good handwriting skills because teachers make sure they understand the many reasons for writing clearly.

3. In mathematics, the well organised curriculum means that pupils make progress in all areas, although on occasions, when work is not suitably matched to needs, a few pupils do not make as much progress as they should. However, relationships are positive and this helps pupils to persevere with tasks they find difficult. Older pupils with more severe and complex difficulties achieve well in mathematics and English through well planned individual work in a small class taken by teaching assistants. Pupils achieve well in science because teachers use practical activities to help them understand scientific concepts in a real and meaningful way. They integrate science into other topics where possible to reinforce achievement. As a result of this good achievement in all three subjects, Year 6 national test results show pupils make good progress from the results they gained in Year 2, with a significant group gaining results comparable to the nationally expected levels and achieving better than many in similar schools. These results are effectively supported by the detailed data collection, tracking and predicting of national test results that the school does.

4. The school rightly puts a big emphasis on personal development, an area pupils find particularly difficult, and interweaves PSHE activities throughout the day, during extra curricular activities and in the residential provision. As a result, pupils gain a very good range of personal and social skills which support their efforts in other areas of the curriculum and in the community.

5. Year 3 and 4 pupils make a particularly good start because of very good quality teaching throughout the curriculum which is matched to their needs. The calm, business like ethos means that they quickly make progress in understanding work routines and begin to make progress. There are many opportunities for pupils to be actively involved in learning. This helps to reinforce their achievement in a practical way which they can understand. It encourages independence and

maturity, for example, by ensuring pupils do things for themselves, such as setting up circle time and changing for physical education as independently as possible.

6. Due to recent staff changes, some subjects are being managed on a temporary basis. As a result, while numeracy, literacy and ICT are suitably used across the curriculum in other subjects, they are not as well planned into lessons as they could be. This means they are not always used to carefully and consistently reinforce skills gained, or highlight important areas of expertise needed. The school is aware of this and has begun to work on this, particularly in ICT.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils' behaviour is good and their attitudes are very good. Provision for personal, including spiritual, moral, social and cultural development of the pupils is very good overall.

Main strengths and weaknesses

- Pupils are very enthusiastic, keen to come to school, attend well and are happy to take on responsibilities.
- The very positive ethos of the school, very good relationships and very good strategies for behaviour management result in improved behaviour by pupils.
- Although provision for personal development has been enhanced, there are fewer opportunities for multi-cultural development.

Commentary

7. Pupils are very enthusiastic about the range of activities provided during and after the school day. They particularly enjoy after school clubs and are keen to talk about them. They respond well to the encouragement given to them by their teachers and other adults with whom they have very good relationships. The consistently open approach of adults, often characterised by humour, contributes significantly to encouraging pupils to feel valued, take an interest in their work and improve. Pupils are willing to take on jobs in the classroom and at lunchtime often working together to complete a task. The School Council provides a forum for pupils to raise ideas, survey each other's opinions on decisions that concern them and exchange views with staff. Pupils take the school council seriously, making reasonable requests and suggestions. They appreciate this opportunity as it helps them to feel part of the school. The routines that have been developed at breakfast and lunchtime provide structure for the pupils and allow them to develop good table manners, conversational skills, co-operation and turn taking.

8. Although pupils are often eager to learn, many have not been in the school long and some display very challenging and immature behaviour. However, any incidents are quickly and consistently dealt with and the impact on other pupils' learning is limited. Incidents are recorded in a database and analysed to check for patterns or evidence of bullying so that this can be dealt with quickly. The school sets high expectations for behaviour. It has put in place individual targets which the children are involved in monitoring after every session, so they know how well they are doing and how they could improve. On Mondays, the pupils discuss and decide the reward for Friday afternoon that they will work towards during the week and this gives them the impetus to try hard. The school proactively limits any opportunities for poor behaviour through the range of closely supervised break time and lunchtime activities on offer which pupils enjoy, and the presence throughout the day of care staff, who are there to sort out any problems.

9. Pupils' attendance is good because pupils like school and this is shown in low instances of unauthorised absence. The register is taken at the main door as the children come into school and parents are immediately phoned if their child is away. The routine of preparing the target charts for the day ahead, playing quietly and going through the timetable allows children to settle quickly in their classrooms. Although there are exclusions, they represent a small group of pupils, often new to the school. Most reduce over time as pupils' needs are assessed and begun to be met.

Exclusions are used appropriately as part of the behaviour management procedures and pupils are returned to school quickly.

10. A very strong ethos of care, support and team work by all staff has helped to improve pupils' personal development since the last inspection. Thinking of others and getting on with people is central to everything that happens in the school, so that pupils become increasingly aware of themselves and sensitive to the needs of others. This has been well supported by circle time, PSHE and through the residential provision. There are many very good examples of pupils developing their social skills while working together, sharing, and encouraging each other as well as valuing their own achievements such as in assemblies. In the residential provision pupils have a jobs rota and, along with trips out to leisure activities and places to eat, this helps support their progress in life skills. At breaks and lunch times pupils are encouraged to play together learning to turn take, co-operate and understand about fair play. During one lunchtime, pupils cleared the table and showed good manners and kindly behaviour towards a guest. All sat quietly while one pupil said a prayer. There were many such instances of respect and friendliness seen within school and after school during the inspection.

11. Most pupils have a very good developing sense of right and wrong and reflect on issues supported by stories in religious education and discussions in circle time. The confident way in which pupils behave reflects the culture of independence that the school fosters, with the resulting increase in curiosity and pleasure in exploring rather than apprehension about something new or strange. There is a wide programme of visits to cultural places of interest or entertainment and the arts, as well as regular outings locally. The school takes advantage where possible of visits from people of different ethnic background. It is making a positive effort to provide further learning opportunities and positive role models regarding multi-cultural society but as yet this aspect is less well developed.

Attendance for day pupils in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	10.0	School data	1.8
National data	11.2	National data	7.7

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	34	37	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teachers mainly manage pupils with very complex emotional and behavioural difficulties very well so that interruptions to learning are minimised and pupils concentrate well. The curriculum is good and well supported by a range of supplementary activities. Care of pupils in the school and residential provision is very good. Staff take pupils' views into account very effectively and pupils feel they have a say in what goes on.

Teaching and learning

The quality of teaching is good overall and pupils learn well because they are supported by the strong emphasis on personal development. Assessment is satisfactory.

Main strengths and weaknesses

- Very good behaviour management on the part of most staff ensures pupils behave well, settle and work hard.
- Teaching is consistently very good for the youngest pupils.
- The most effective teaching occurs where there are very good relationships, a great deal of encouragement and teaching assistants are an integral part of the lesson.
- Work is not always planned to take account of the differing needs of pupils.
- While progress in English, mathematics and science is carefully monitored and supports learning well, this is not so for all subjects.

Commentary

12. The school has sustained the good teaching seen at the last inspection, despite the significant staff changes and an increasingly complex range of pupil needs including those with autistic spectrum disorders. This is due to well targeted training for all staff and the very good use of teaching assistants both within the classroom and when taking small groups. It is also due to all staff, particularly care staff, working successfully together to improve pupil behaviour. This was particularly noticeable during the inspection where, apart from staffing difficulties, several key staff were absent through illness.

13. Pupils enter the school having had disrupted learning and often with poor learning strategies. Most lessons are well organised. There are clear routines which ensure that the very challenging behaviours of some with more complex needs are very well managed, allowing pupils to re-engage with learning. All adults know how to respond to these pupils to enable them to settle as quickly as possible into lessons so they have the best chances to learn. Visual timetables are used so that pupils understand what will be happening and to emphasise regular routines. Praise and rewards for behaviour and work are immediate so pupils feel valued and gain confidence. Most pupils have behaviour targets which are familiar to both pupils and staff and consistently implemented. As a result, any disruptive behaviour is dealt with quickly so that other pupils continue to work. This helps pupils to know what is expected of them and most respond by working hard and doing well.

14. For pupils in Years 3 and 4, the high expectations of work and behaviour mean that they quickly gain good levels of self-esteem and good work routines. Work is very carefully matched to their needs because the teacher knows them well and plans very effectively. Work builds on previous learning, is varied and interesting with many opportunities for pupils to experience active learning. For example, pupils thoroughly enjoyed dressing up while studying the Tudors. They were very motivated when designing a sandwich and when finding different ways of moving in physical education. Pupils feel secure enough to confidently work in groups or independently on their own for good periods of time. They move from activity to activity quickly and enthusiastically, so no time is lost mainly due to the very well organised classroom routines.

15. Very good team work between teachers and all support staff ensures that pupils have the help they require during lessons both in terms of learning and behaviour. This helps to motivate them to try work, even if they are not confident that they will get it correct. Teaching assistants often work successfully with pupils individually and in groups. They are adept at knowing if pupils have difficulty concentrating and will intervene appropriately to keep them working. The work of therapists and care staff also support learning and this is appreciated by pupils and teachers. In the best lessons, objectives are clear and the lesson carefully planned so they are met. The relationships staff have with pupils, which often include praise and humour, help pupils to feel valued, gain self-esteem and be confident learners. Teachers organise their lessons so that pupils have every chance to try things out for themselves and gain in independence.

16. While teachers mainly work very well with teaching assistants and care staff in order to make sure pupils' learning needs are met, for a few older pupils, a lack of suitable planning means that work is not always effectively adapted or support focused where needed. This is because occasionally planning does not take into account the differing needs of pupils. Some staff have not effectively used assessment to inform planning or provided alternative resources. Consequently, a few pupils sometimes struggle and do not make the progress they could. At times, objectives for what is expected during the lesson are not clear and not conveyed to pupils. As a result, pupils are not always sure what they are expected to do, producing little work and opportunities to extend learning are missed. However, teachers do know their pupils well and for the majority of time pupils do make good gains.

17. There is a useful baseline assessment which is used when pupils enter the school. This is helpful, both in following pupils' progress, and also in being used diagnostically to identify pupils who may have any additional learning needs, so that these can be met. Given the staffing problems the school has rightly concentrated on assessment in English, mathematics, science, behaviour and social skills. This is to ensure pupils gain a range of necessary basic skills to give them the confidence to want to learn. As a result, assessment and recording of pupils' work in the core subjects of English, mathematics and science is well developed, and there is careful data collection and tracking of pupils' progress in these subjects. This effectively helps staff to pinpoint where pupils need extra support and provide it, often through the support of teaching assistants. Assessment of pupils' behaviour and social needs is also good and supports PSHE very well, as do some aspects of self evaluation in religious education. However, the school has yet to develop a similar formal system for most other subjects. As a result, it is sometimes difficult to see the progress pupils are making in these subjects. Although there is a suitable marking policy, marking itself remains inconsistent so that pupils are not always clear what they need to do to improve.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	6	9	7	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.

The curriculum

The curriculum is good and meets the needs of all pupils. Activities outside lessons and enrichment of provision by visits to the local community are good. The accommodation and resources are good.

Main strengths and weaknesses

- The curriculum provides pupils with good learning opportunities, including all subjects of the National Curriculum, religious education and PSHE.
- Visits out of school and extra curricular activities support learning well, although there is limited access for day pupils to after school activities.
- Provision for pupils with additional special educational needs such as autistic spectrum disorder and mental health problems is good because the school has deployed support staff very well and used its own resources, to supplement the additional support needed.
- Accommodation provides pupils with good access to the curriculum and a pleasant residential environment.

Commentary

18. Since the last inspection, the school has continued to develop the planning of the curriculum. Good use is made of the national strategies for literacy and numeracy. Very good PSHE provision ensures it is successfully taught as a discrete subject, reinforced through other subjects and very carefully extended by care staff. This, together with enhancement opportunities, provides pupils with very good support for their personal development. Other subjects are effectively planned around topics and follow national guidelines. The two year topic cycle and the way in which teachers plan together ensure that all aspects are appropriately covered. All staff use the same formats for planning to help ensure consistency. However, further development to ensure that weekly planning clearly reflects the needs of different pupils in the school and cross curricular opportunities for numeracy, literacy and ICT would assist both teaching and assessment. Improvement in this area is currently slowed by the loss of co-ordinators.

19. Within the school day, there is a good range of opportunities for pupils to go out on visits which both enrich the curriculum and develop their personal skills. Visits linked to different subjects such as looking at local towns and villages in history, to farms and garden centres, to theatres and music centres are effective and help to develop pupils' understanding of these subjects. Such visits also give pupils opportunities to develop their social skills, as do visits to places such as shops and restaurants. Additional activities such as riding, swimming and the use of a soft play room, broaden the range of experiences, as do events such as the termly Arts and Crafts day in which pupils can participate in a wide range of activities. Pupils enthusiastically join in music and drama as they prepare for end of term concerts. Pupils who are in the residential provision are offered a good range of extra curricular activities, including sports, outside play, art and craft and cooking. "Kidz club", which is held on a weekly basis, includes many different activities and is open to both day pupils and boarders. However, because of difficulties in providing transport, some day pupils are unable to attend and this limits their access to have the same after-school activities as residential pupils.

20. An increasing number of pupils with more complex needs are being admitted to the school and staff make every effort to ensure that they are provided with an appropriate curriculum. In order to help meet these pupils' needs, the school has focused on increasing the kinds of support which will help access the curriculum. The school presently employs a play therapist who works with a number of pupils as well as a social worker and there are some developing links with the local Child and Adolescent Mental Health Service (CAMHS). Good use is also made of advice from other professionals such as staff from the local special school for pupils with autism. The speech and language therapist assesses pupils' needs and both works with pupils and provides advice to staff. The flexible use of support staff means that deployment can change according to pupils' needs. A teaching assistant has recently attended a course which will allow her to carry out initial programmes for those needing occupational therapy. Other teaching assistants have received training so they can take very small groups of pupils for basic skills work. Several care staff also work very effectively as teaching assistants. However, as the number of pupils with complex needs increases, the school will need, as a priority, to be able to access further therapeutic and medical support to ensure that these pupils are able to be given every opportunity to fully access the curriculum.

21. The school has made good use of the space available, and a programme of refurbishment and redevelopment is being undertaken. So far this has provided rooms in which therapists can work with individuals or small groups, and a separate area which will be opened for a small number of younger pupils in reception and Years 1 and 2. There are sufficient rooms for the number of classes and the school benefits from having a dining area separate from the main hall, so that the latter is always available for lessons and social times. The residential area is very pleasant and welcoming for pupils. It, too, is being refurbished, and this will provide more modern accommodation for boarders.

Care, guidance and support

Arrangements for pupils' care, welfare, health and safety and provision of support, advice and guidance is very good. The involvement of pupils in the work and development of the school is very good.

Main strengths and weaknesses

- The welcoming and supportive environment aids the very good relationships developed between staff and pupils.
- Very good monitoring results in individual approaches and targets being adopted to suit each pupil.
- Very good team working between care staff and classroom teams ensures stability for pupils.
- Pupils' views are constantly sought and acted on.

Commentary

22. The school works hard to create a happy supportive environment where pupils feel safe and able to participate in activities and discussions. As a result, the very good provision noted at the last inspection has been maintained. Staff are effectively trained to diffuse potentially difficult situations which they do calmly. Safety for pupils and staff is a priority because staff understand that, given the needs of these pupils, it is important to make sure activities are carefully structured and supervised. As a result, very good relationships between pupils, care staff and classroom staff are evident, and staff work hard to develop and maintain these. Pupils appreciate this and this makes a big contribution to pupils' confidence and self esteem. For example, in a recent questionnaire, most pupils responded that it was a good idea to have a go at something, even if you do not get it right. All staff are very effectively involved in pupil's well being and pupils are happy to share concerns either with staff or the independent advocate. The most recent National Care Standards Commission inspection reported on the strength of these relationships and the good contribution of residential provision to pupils' learning.

23. The school focuses on the increasingly complex needs of each individual child and has put in place very good systems to monitor and set behavioural, academic and social targets which pupils are involved in, so they know what is expected of them. The therapeutic needs of each child have recently been assessed and additional support is being put in place, although at present this is mainly from the school's own resources. The good knowledge of pupils by staff, supported by frequent meetings to discuss pupils' needs and ways of meeting them means that they are all treated as individuals, staff know them well and personal support is often very effectively tailored to their needs. Given the needs of these pupils, the weaknesses in assessment and monitoring of progress for non-core subjects are significantly outweighed by these other systems.

24. The very good team working between care staff and classroom teams ensures continuity so that what is being worked on in the classroom is reinforced in the residential common rooms and vice versa. For example, consistency of behaviour management is ensured through weekly whole staff discussions and each child has an individual management plan in the classroom and in the residential common room. Care staff supervise break and lunchtime activities, work with non-boarders and are available to help with issues during the day.

25. The school has worked hard to ensure pupils can state their views and have them taken into account. Pupils are given every opportunity to express their thoughts on issues such as developing a healthy school and play equipment. This is done through class discussions in preparation for the weekly school Council Meeting and at the Council meetings themselves which are overseen by an independent advocate who does not work for the school. Surveys of pupils' views are frequently undertaken, such as a general one on how they view school to a more recent one on PSHE. Class teachers involve pupils in decisions on the weekly Friday reward. Residential pupils have regular common room meetings and are each assigned to a link worker who works with them and listens to

their views. Pupils are involved in their annual review meetings, participating at the end of the discussion.

Partnership with parents, other schools and the community

The school has very good links with parents and good links with the community. Links with other schools and colleges are good.

Main strengths and weaknesses

- Very good provision of information to parents helps provide continuity between school and home.
- The school is expanding its links with other schools including transition arrangements and these have helped pupils to settle more quickly into their secondary schools.
- Good uses of community facilities extend opportunities for out-of-school activities.

Commentary

26. The school has worked effectively to put in place the present very good procedures for communicating with parents. Weekend books document progress against targets during the week and allow the parent or carer to note how the weekend at home went. Where it is appropriate, staff and parents work together, for example by devising home-school charts. Classroom teams and care staff telephone home at the start of the week. If any incidents occur, parents are quickly informed by telephone and they are also called about good news. Attendance at termly parents' evenings and school events is high. Pupils' annual reports provide detailed information and parents comments are carefully recorded at the Annual Review. Responses to a recent parents' questionnaire by the school indicated that over 85 per cent of parents felt well-informed about their child's progress, comfortable about approaching the school and that the school seeks their views. The National Care Standards Commission reported that the school works hard to promote and maintain good contact between children and their families.

27. Out-of-school activities such as swimming, riding and bowling make good use of local community facilities. Artists and performers come into the school and pupils are involved in a drama project with other special schools devised by Surrey County Arts and performed at the theatre in Woking. The school participates in carol singing in a Guildford shopping mall and in Guildford Cathedral. Effective support from the community has allowed the development of a sensory garden and provided funding for further activities to be developed.

28. The school has begun to work very closely with the secondary schools that pupils go on to by organising visits for pupils and staff. This is because the school recognises the need to reduce pupil dependency and give them a good start to secondary education. As a result, a special transition programme has been initiated for Year 6 pupils which carries over into Year 7. Feedback from these schools, including the main partner school, is very positive and indicates that, as a result, the pupils have settled more quickly. The programme has also resulted in greater partnership with parents. The school's special educational needs co-ordinator visits other mainstream schools, and similar visits are made by mainstream co-ordinators to Wey House. Although there are no formal established partnerships in this respect, the current mainstream primary links are effective for the pupils' needs. The school belongs to a confederation of mainstream and special schools which is providing opportunities for analysing future needs of pupils locally. The school makes the most of opportunities for some shared activities with mainstream pupils and with the neighbouring special school.

LEADERSHIP AND MANAGEMENT

Leadership and management is good overall. The leadership of the headteacher is very good and that of other key staff good. Governors take a positive role in the school and management is effective.

Main strengths and weaknesses

- The leadership has worked hard to make sure that there is very effective team work between school and residential care staff so pupils have the best chance of succeeding.
- The headteacher has been very proactive and creative in maintaining and developing the school despite staffing and other difficulties.
- Staff changes and recruitment difficulties mean that not all subjects have a permanent co-ordinator and this effects improvement in some subjects.
- Governors are knowledgeable and monitor the school effectively.

Commentary

29. Despite the recent teaching staff difficulties, improvement since the last inspection when the school was removed from special measures has been good. Accommodation for residential pupils has improved and the school has continued to develop literacy and numeracy provision. One of the biggest improvements has been in pupils' personal development. This is because the decision was taken that care staff would work both in the residential provision and throughout the school day. This has led to care and school staff meeting and working very effectively together to ensure pupils' behaviour gets in the way of their learning as little as possible and they progress well. This is a strength of the school and is very ably supported by the management team, particularly the head of care. As a result, staff learn skills from each other and are very flexible, but consistent, in their response to pupils' needs.

30. The headteacher has a very good vision of the way forward and has been very resourceful in the way he has carried on moving the school forward so that pupils continue to receive a good quality education. This is despite the significant loss a few teachers can make in a small school. The effects are somewhat mitigated because there has been the foresight to ensure care staff are an integral part of learning, and teaching assistants have been carefully trained to work alongside teachers and take small groups. One such group supports pupils' numeracy and literacy well. To ease the situation, the school is also looking proactively towards training teachers and this features prominently in the development plan. The headteacher has also looked to provide therapy, such as for play and drama to help meet the very complex emotional needs many pupils have and which was an issue from the last inspection. Presently, the school is paying for play therapy and training other staff in, for instance, drama therapy. However, with the increasingly complex needs of pupils, the school will need to be able to have access to a consistent and meaningful input from a range of therapeutic and medical staff. The appointment of a new teacher for Easter which will ease the teacher shortage also means there will not be the same degree of flexibility to put in extra therapeutic support.

31. Improvement has also been supported by targeted monitoring and evaluation. This is rightly considered important and is used very effectively by the headteacher and the governors to inform the school development planning so that they can continue to improve pupils' education. The school has organised its management structure so that all areas of the school are represented. Along with the array of meetings, this means that staff are engaged in decisions at all levels which helps them to feel valued and involved. Staff are further involved and supported by having their own personal development plans with every member of staff having access to a very good range of training which has helped to keep up morale.

32. Previously, the leadership worked hard to ensure that subject co-ordinators monitored their subjects effectively and ensured planning met all needs. Evidence shows that good strategies have been in place to support this with co-ordinators leading planning meetings, looking at work, checking on progress and evaluating outcomes to inform their development planning. Where co-ordinators have remained in post, such as in science, it is clear that this still happens. However, the loss of teachers has meant that staff have temporarily added other subjects to their other responsibilities. Staff are doing a good job by working and planning together to maintain an effective education for pupils with senior managers taking on some of the monitoring role. However, there is

a slowing of developments such as the consistent planning for literacy, numeracy and ICT in other subjects, assessment in some subjects and ensuring that work is always effectively matched to needs.

33. The governors are very supportive of the school and make sure statutory requirements are met. They take a very close working interest in all that goes on. For example, the finance committee closely monitors spending; all governors have subject responsibilities, liaise with co-ordinators and report back to governor meetings. They come in to see lessons, take tea with pupils after school and attend parents' evenings to gauge their views. Governors are fully involved in school development planning and prioritising the budgeting for improvements. For example, the large carry over is for funding the accommodation improvements and providing more staff. As a result, they are knowledgeable about the school and use this well to monitor and evaluate, often raising issues with staff. They act as a critical friend to the headteacher, for example being clear that there was a need for more administration staff to ease his workload. Governors have been particularly pro-active with the local education authority on extending the provision to take pupils in Years 1 to 2 which the school will shortly do.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	865,642
Total expenditure	839,676
Expenditure per pupil	23,324

Balances (£)	
Balance from previous year	66,825
Balance carried forward to the next	92,791

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

SUBJECTS IN KEY STAGE 2

ENGLISH

The provision in English is **good**.

Main strengths and weaknesses

- Teaching is good with some very good features and this helps pupils to make good progress in all aspects of English and with their individual targets.
- The recording of pupils' progress is good, which enables teachers to ensure that improvement is sustained.
- There is no formal plan for the use of literacy across the curriculum.

Commentary

34. Through the good teaching, pupils' speaking and listening skills develop well as they are encouraged to answer questions, join in discussions, and listen carefully to adults and to their peers. Many have specific targets in their individual education plans (IEPs), often linked to work with the speech and language therapist. For pupils with more complex needs these are regularly linked to their behavioural targets as they are encouraged to take turns and listen to others. Younger pupils have a developing awareness of reading and the more able read at appropriate levels in their reading scheme. Some with additional learning difficulties, or more complex needs, recognise words, and follow the text in a book which is read to them, or remember the text of simple books as they progress to becoming readers. Many older pupils become more fluent readers by using a variety of strategies to read words they do not recognise. This is well supported because they read regularly, both from the reading scheme, and from books borrowed from the library. Pupils are encouraged to develop good handwriting skills, although many find this activity difficult. They are given opportunities to practice letter formation and then to use cursive writing. Younger pupils record their work in single words or short sentences, while adults sometimes record for those with more complex needs. Pupils are made aware that there are many reasons for writing, with younger pupils leaning about labelling diagrams while older pupils write letters and notes.

35. In the best lessons, the activities are well planned to engage the attention of all pupils and to provide them with a variety of learning experiences. For example, in a lesson where the teaching was excellent for the younger pupils, the theme of following instructions was developed through reading, writing, and creative activities which required pupils to follow instructions for making puppets. Lessons are well paced which helps pupils to stay on task. The challenging behaviours of some with more complex needs are well managed, with all adults knowing how to respond to these pupils to enable them to settle as quickly as possible. Very good team working between teachers and support staff ensures that pupils have the help they require, while enabling them to be as independent as possible. As a result, the overall good progress of pupils has been maintained since the last inspection, which represents good improvement as there has been an increase in the number with more complex needs.

36. Teachers keep a careful record of the levels at which pupils work, and track this on a termly basis so that they can see whether pupils are making progress, or whether they require additional help. This is linked with on-going assessment of reading and spelling for those who have difficulties and, where necessary, additional lessons which focus on these aspects are provided. Individual education plan targets are written and reviewed on a termly basis, which provides an additional way in which progress can be monitored. At present, English is being led and managed satisfactorily on a temporary basis, although with little monitoring. However staff are confident in their teaching of English and plan well using the national strategy.

Language and Literacy across the curriculum

37. Because there is no overall plan for literacy across the curriculum, there is lack of consistency in the way it is followed up in different subjects. While opportunities for reinforcing language and literacy are satisfactory overall, for speaking and listening they are better. This is because it is effectively promoted during question and answer sessions in lessons and in circle time where pupils are encouraged to listen carefully to what others are saying, and helped to respond appropriately. In the residential provision, pupils start the day well by completing date and weather charts. Some opportunities are taken to extend pupils' vocabulary as their understanding is checked in different subjects, for example, by completing a word search in science and naming three-dimensional objects in mathematics. However, this is not consistent and in some classrooms important subject vocabulary which pupils need to learn is displayed but is not always referred to.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching helps pupils make up gaps in their learning and achieve well.
- Assessment is effectively used to track progress and set further targets.
- Work set is not always matched to individual learning needs; however, pupils are helped to feel more confident when attempting tasks.

Commentary

38. There has been satisfactory improvement in mathematics since the last inspection due to the emphasis put on basic skills work and the use, where appropriate, of the national strategy. A well organised curriculum has assisted teachers in being confident in their skills. A scrutiny of work shows all aspects of mathematics are covered well. Assessment on entry is effectively used to check where pupils are starting from and further regular assessment of levels is used to track progress, see if more help is needed, set targets and predict test results. As a result, pupils make good gains in all areas of mathematics. They do particularly well in number and by the time they leave in Year 6 some achieve levels in line with the level expected for their age and all achieve well.

39. Teachers use and explain key subject words effectively so pupils have the confidence to use words such as *sphere*, *cuboid* and *cylinder* and know the names of different types of charts. Relationships with pupils are positive and this helps them concentrate and want to do well. In Years 3 and 4, pupils learn their number bonds to 10, add and subtract using two digits and gather information, recording it by using simple lists. In one lesson for younger pupils where the teaching was very good, work was very well matched to their needs and helped them make very good gains in telling the time. Very effective resources and extension work for the more able pupils resulted in some being able to tell 'five to' and 'five past' the hour.

40. In Years 5 and 6, pupils complete data handling exercises and those on three-dimensional shapes. During the latter well organised lesson, pupils enthusiastically and correctly guessed shapes described by another pupil. In the small group of Year 6, pupils' taught by teaching assistants, individual work is effectively planned and used to improve pupils' basic skills. However, this is not always so for older pupils. The school has begun to use a commercial scheme which is matched to the numeracy strategy. Although the school feels this has helped greater consistency and workbooks are at different levels, they do not always meet all pupils' individual needs. The lack of a permanent co-ordinator limits monitoring and advice on alternative or reinforcement work which is not always available. Where staff have not used assessment to inform planning or provided alternative resources, some pupils do not make the progress they could.

41. However, staff have worked hard to maintain standards and make sure basic mathematics skills are covered and gaps in learning are made up so that pupils feel positive when tackling new work. The subject is presently satisfactorily led and well managed on a temporary basis because staff make sure they work and plan together.

Mathematics across the curriculum

42. Opportunities for mathematics, especially number, across the curriculum are satisfactory. Pupils match and count passengers on a bus, during a road safety lesson in PSHE. They sequence their visual timetables and say the days of week during class time, create number poems in English and count toothbrushes in science. They also use a variety of graphs in science and ICT. However, no systematic planning to reinforce and extend mathematical skills in other lessons exists and opportunities to support pupils' learning are, therefore, missed.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- An emphasis on practical work helps pupils effectively understand tasks and achieve well.
- The curriculum is well planned and is carefully extended through topic work and activities after school.
- Leadership and management are good.

Commentary

43. The school's approach to managing behaviour and giving pupils the best chances to learn has underpinned achievement in science so that it continues to be a subject that pupils enjoy and do well in. This is because teachers help them understand scientific ideas which occur in the school's planned topic work in other subjects as well as in science lessons. Teachers make sure pupils extend their understanding of science through topics such as that on *shades of light and dark* and *our school environment*. This brings the subject of science closer to their lives in a real and meaningful way. Pupils' curiosity is stimulated and harnessed to extend the knowledge and skills they acquire in the subject.

44. Good teaching ensures that teachers take advantage of the practical and investigative focus in science to develop pupils' skills in observation and collaborative work. This strengthens their success in other important areas such as social development and spiritual awareness. One such example during a Year 4 lesson was when the teacher demonstrated on herself the effects of a disclosing tablet to reveal bacteria on teeth. This was a wonderful shared moment, with pupils showing fascination and amusement, although some were a little apprehensive. However, all were riveted and were very keen to try out the experiment for themselves. By the time they are in Year 6, pupils have an understanding of work such as that on circuits, magnets, electricity and helping plants grow. More able pupils produce accurate life cycle diagrams of frogs.

45. Pupils' interest in science is also reflected in the activities they pursue after school. For instance, they have an aquarium, grow insect 'eating' plants, and have constructed a snail vivarium which they tend and study with the help of care staff. This makes a significant contribution to curriculum learning in school with very good liaison between care staff and teachers. The school ensures that the most is made of unusual scientific events such as the transit of Venus. Wall displays reflect this, with pupils' expressions of curiosity and interest clearly captured in photographs taken on that occasion. The school is also planning to hold two science afternoons during the course of the year.

46. Improvement has been good since the last inspection. The co-ordinator makes sure that science is underpinned by good planning which is often matched to individual needs. This includes

a system for monitoring and evaluating science teaching throughout the school, together with an analysis of pupils' achievement which is related to teaching and learning and is organised by the co-ordinator. It includes clear guidelines and recording sheets to promote consistency in science teaching and assessment by different teaching staff. As a result, by the end of Year 6, pupils do well in their national tests with some pupils achieving results in line with what is expected for their age.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Information and communication technology resources are generally good and staff skills have improved but the lack of a co-ordinator sometimes affects planning.
- There are some good examples of the use of ICT in other subjects but, at present, this is inconsistent
- By Year 6 pupils have gained a wide range of skills.

Commentary

47. The school has good facilities for ICT including a computer suite and at least two computers in every classroom, which pupils use confidently. These facilities are generally freely available to pupils, who particularly enjoy accessing the Internet for information and games, both in school and after school. There are good plans to increase resources such as interactive whiteboards to continue to motivate and inspire pupils, most of whom who take pleasure in using ICT, and to further develop their skills and confidence in treating computers as an integral part of their learning in school.

48. The headteacher, who is satisfactorily managing the subject on a temporary basis, has carried out a valuable audit, which identifies the areas of greatest need. This is especially useful at a time when staff, some of whom are inexperienced in the subject, are working without the leadership and management skills of an experienced ICT co-ordinator. This has led to teachers' skills being enhanced by successful training in the use of an interactive whiteboard. Further staff development is planned for those staff who feel they need to extend the use of ICT applications in their general teaching. The commitment of all staff is high, teaching is satisfactory and pupils make satisfactory progress, enthusiastically using a range of programmes and gain a range of useful skills. As a result improvement has been maintained since the last inspection. Teachers plan their ICT lessons carefully and this results in extending pupils' understanding. Some pupils find it difficult to engage in tasks but teachers work hard to organise activities so that individual, as well as collaborative skills, are developed as far as possible for all the pupils in a lesson.

49. Although achievement is satisfactory overall, by Year 6, clear progress of a good range of ICT skills is evident in the story project books begun by pupils. For example, individual pupils' books show developing skills in using word processing, with book titles, chapter headings, and imaginative content at a number of different levels. While not all pupils achieve the same text length or outcome, they all show creative and varied use of ICT skills in their presentation of work. They are also able to use a range of data and know how to use the Internet.

Information and communication technology across the curriculum

50. Information and communication technology is used satisfactorily in other subjects although it lacks some of the planning necessary for offering consistently effective learning opportunities or for recording progress. The use of classroom computers is not routinely noted in lesson planning for other subjects and pupils do not use computers as much in lessons as they might. However, some good examples were seen, such as the use of word processing in English to make up a story, art programs for Christmas cards and a range of different charts in mathematics as well as the use of

the Internet in Kidz club. Wall displays show evidence of a variety of different competencies being used such as word processing, presentation skills, data handling, graphic art and digital photographic illustration.

HUMANITIES

51. As history and geography are taught alternative half terms, it was not possible to observe any geography lessons and only two were seen in history. It is, therefore, not possible to form judgements about provision in either subject. However, planning and co-ordinator files were seen and a sample of work was scrutinised.

Geography

52. In geography, older pupils complete work such as that on mountains, water and aspects of the British Isles. Work is often reinforced in a practical way by the use of the local environment, when comparing towns and villages, and the River Wey when completing work on rivers. There is an emphasis on practical activities. For example, Year 6 pupils complete work on after-school leisure activities and use surveys to find out what others do. In Years 3 and 4, pupils make a map of the classroom, visit the extensive grounds and study aerial views of the school and local area when beginning investigations in the environment. They visit the local village to see what shops and jobs there are and find the local village on a map. Most understand ways in which we can help save the environment. Planning is suitably based on the Qualifications and Curriculum Authority (QCA) guidance. However, the subject is being maintained on a caretaker basis. Although there is a subject development plan, there is little in the way of monitoring, other than of plans, or any formal assessment to check how pupils are progressing.

History

53. In history, visual timetables and time lines are used very effectively with all pupils to reinforce their understanding of the passage of time. Younger pupils learn about settlers and invaders when completing work on Vikings. They can pick out some differences with the present day understanding that Vikings lived a long time ago. They study different shelters and compare them to the replica iron-age one in the school grounds and visit Guildford castle to see how people used to live. In the two lessons seen, pupils were learning about the rich and poor in Tudor times. In one lesson where teaching was very good, practical activities such as dressing up and role-play were used very effectively to interest and enthuse pupils, while helping them think about how rich and poor people lived. In the other lesson, pupils concentrated on the differences in food they would have eaten, understanding that rich people had an abundance of things to eat and poor people very little choice. Pupils visit places such as Compton to see Tudor buildings to gain further understanding of how people used to live. In Years 5 and 6, pupils complete work on children in the Second World War and Victorian life as well as major events after 1948. Teachers carefully plan using the QCA guidance. However, there is presently no permanent co-ordinator and while there are plans to develop the subject these have slowed because of this, as has implementing assessment.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weakness

- While planning for religious education is satisfactory, pupils effectively benefit from other well planned religious experiences which also support personal development.
- Assessment effectively helps pupils reflect on issues studied
- There are a less opportunities for multi-cultural links to support the subject.

Commentary

54. The religious education curriculum is satisfactorily based on the locally agreed syllabus for Surrey and is carefully adapted to the learning needs of the pupils in the school. However, the co-ordinator, who leads and manages the subject satisfactorily, has also ensured that opportunities to broaden religious education understanding and spiritual development are built into other activities such as circle time and assemblies. This helps to reinforce important religious ideas for pupils. Opportunities to extend religious experiences are also closely, and effectively, bound up with the whole school approach to pupils' personal development. For example, themes for the assemblies are chosen to broaden self-awareness, exploring areas of concern, values and beliefs. Music is often used, aiming at increasing reflection about personal and religious issues.

55. Assessment is developing well and includes forms for shared comments, by pupils and their teachers regarding the pupil's achievements in religious education. Questions are addressed such as 'What do I know? What can I do?' not just regarding religious education attainment but also in the more personal sense. For example, skills developed through teaching and learning involve an investigative and interpretative approach to parables or religious symbols so pupils can learn to be empathetic and become aware of others in everyday life.

56. Overall teaching is satisfactory and pupils make satisfactory progress and achievement. They are confident to raise some pertinent issues of their own and make a good contribution to the lesson as individuals. They listen well to each other in lesson. However, attention, at times, tends to wander and opportunities are sometimes missed to extend pupils' discussion or to build upon their achievements or motivation in order to extend their knowledge.

57. The school does not have as wide a range of opportunities for multi-cultural links within religious education as there could be, although those that they have are satisfactory and improving. For example, there are opportunities for visits to local churches and places of religious interest as well as visits from people from a range of cultures. The programmes of study of different faiths are enhanced where possible through artefacts brought back from travels, or talks by people of different faiths visiting or working in the school.

58. Improvement in the subject has been satisfactory because experiences overall are relevant to pupils needs, there has been improvement in the breadth of work completed and resources are good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

59. It is not possible to form judgements about provision in the following subjects because they were not part of the main focus and there were few opportunities to observe teaching. However, planning and co-ordinator files were seen and a sample of work was scrutinised.

Art and design

60. No lessons were observed in art and design. Examination of curriculum documents shows that the subject is taught on a rolling programme in all year groups. Photographs and display show that pupils have opportunities for painting, sketching, making collages and three-dimensional models. There are also some good cross-curricular opportunities, for example, pupils have considered how different religions use art, have made tessellations in mathematics, and a collage linked to poetry in literacy. They look at the work of different artists and attempt to paint in similar styles. The curriculum is enhanced by termly Art and Craft days, which offer pupils a choice of additional activities. There is an appropriate plan for the development of the subject which includes developing effective systems for recording pupils' progress.

Design and technology

61. Two lessons only were observed during the inspection and it was not possible to interview the subject co-ordinator due to absence from school. Very good teaching was seen in a lesson for younger pupils in food technology in which pupils were planning sandwiches for a party. There was a clear design element in the lesson, with good links to ideas of healthy eating. A similar positive emphasis on design was seen in a lesson in which pupils were considering the functional and decorative aspects of slippers they were designing. The topic cycle, of which the subject is a part, ensures that the different aspects of the curriculum are covered. However there are, as yet, no consistent systems for recording progress.

Music

62. The school benefits from having a specialist teacher from the local education authority music service who has developed the subject over the last year. One lesson and one whole school singing session were seen, and there was a good emphasis on developing pupils' musical knowledge with clear reference to the use of musical terms. Pupils showed great enthusiasm for the subject, which also provided good support for their personal development as they took turns, made choices and led groups in singing.

Physical education

63. Pupils participate in a good range of activities including swimming and horse riding, and these are well supplemented by a variety of sports sessions outside lessons. Planning and lessons observed show that there is good emphasis on warming up and cooling down during sessions, and pupils understand the reasons for this. In lessons where apparatus are used, there are clear reminders about safe use. Younger pupils learn to move in different ways, both on the floor and using apparatus. They develop skills in throwing and catching and, as they move through the school apply their learning to activities such as basketball, tennis, football and hockey. A consistent system for recording progress has yet to be developed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils achieve very well in personal, social and health education because it is carefully planned to support pupils' academic and personal development.
- Very good collaboration between care and teaching staff has led to significant improvement in the subject.
- Personal, social and health education is not always taught as a specific subject.

Commentary

64. Personal, social and health education underlies a great deal of the work the school does with pupils. This reinforces and helps pupils gain the social skills needed to access learning and for life in the community. This is because teachers, teaching assistants and care staff know the pupils very well. They work together in a highly organised way to provide opportunities for personal and social education throughout the day and pupils benefit greatly from this. In lessons, younger pupils learn about healthy eating, helping each other, rules and the family while older pupils concentrate on friends, relationships and peer pressure. Sex education and drugs awareness are effectively incorporated and the school is involved in the Healthy Eating project. Year 3 and 4 begin to gain an understanding of citizenship through 'active citizenship' and by making choices, while all benefit from involvement in the school council.

65. Teaching is good and sometimes very good. In circle time effectively planned work on feelings and relationships allows pupils to state their views, listen, turn take and discuss pertinent issues calmly. In one very well taught lesson for younger pupils, they remembered the circle time rules well and listened carefully to the story which was effectively linked across to home playground and class situations. In a well taught lesson for older pupils, warm up exercises such as 'apples and pears' were used well to help pupils to sensibly join in the subsequent discussion.

66. In addition to lessons and circle time, breaks, lunchtimes and residential provision are very well used to promote PSHE. The contribution of care staff is a strength. They work with pupils throughout the day. They organise games and activities during break and lunch so that pupils learn to co-operate, turn-take, share and begin to understand about fair play in a different environment to lessons. Care staff also supervise the calm well ordered lunches. Residential pupils complete jobs such as tidying up and making food. They learn about hygiene when cleaning their teeth enhancing their life skills. They are beginning to complete an 'All about me book' which includes self-evaluation on looking after self, health and people who help and this is due to be extended to day pupils who are also focused on individually by care staff.

67. Although planning by teachers and care staff is very effective and covers everything, PSHE as a subject does not appear every half term. As a result, opportunities are occasionally missed to ensure day pupils gain as much as residential pupils or to concentrate in depth on a particular issue that may arise.

68. Very effective leadership and management by both the co-ordinator and the head of care have meant that provision has effectively improved mainly due to the seamless way staff work together. Assessment, particularly by care staff, is good and all pupils have social targets. The co-ordinator has audited the subject so all important areas are covered by school or residential staff. The subject contributes very effectively to pupils' social and moral development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

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