

INSPECTION REPORT

GREEN FOLD SCHOOL

Bolton

LEA area: Bolton

Unique reference number:105281

Headteacher: Jane Grecic

Lead inspector: Greg Sorrell

Dates of inspection: 6th - 8th June 2005

Inspection number: 269530

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: 3 – 11
Gender of pupils: Mixed
Number on roll: 50

School address: Highfield Road
Farnworth
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Appropriate authority: The Governing Body
Name of chair of Mrs Catherine Wynn
governors:

Date of previous March 2000
inspection:

CHARACTERISTICS OF THE SCHOOL

Green Fold School has 50 pupils from four to eleven years old. Pupils have wide ranging special educational needs, including severe, profound and multiple learning difficulties and autistic spectrum disorder. Because of the pupils' special educational needs, their attainment on entry to the school is well below those of pupils of a similar age. The vast majority of pupils have a white British background and a minority is of Asian origin. Six pupils have English as an additional language and several pupils attend local mainstream schools for some lessons. The proportion of different needs present is roughly about the same. Boys outnumber girls by more than 2:1. All pupils have a statement of special educational needs. Pupils represent a wide range of social and economic circumstances and few join and leave at times other than the beginning and end of the school year. The school is currently planning to re-locate to new premises.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32692	Nick Mayfield	Lay inspector	
22178	Kate Robertson	Team inspector	Mathematics; science; design and technology; personal, social, health education and citizenship. (PSHCE); special educational needs.
22821	Linda Wolstencroft	Team inspector	English; the Foundation Stage; art and design; Religious education; music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Green Fold is an effective school with some very good features. The headteacher provides very good leadership and management. The leadership and management of other key staff are good overall. Good teaching promotes pupils' learning well, and they achieve well. The positive ethos means that pupils achieve very well in their personal development. The school provides good value for money.

The school's main strengths and weaknesses are:

- . The headteacher provides very good leadership and has a very clear vision of the school's future;
- . The very good teamwork between teachers and teaching assistants is an important contributor to the overall good teaching, learning and achievement by pupils;
- . The quality of support, advice and guidance for pupils is very good, as is the school's attention to health and safety;
- . The school makes very good use of the local community which has a positive effect upon the pupils' personal development;
- . The role of subject leader, although increasingly effective, is not always fully developed in relation to assessment, monitoring and the use of numeracy and ICT in other subjects;
- . Some pupils do not currently receive sufficient therapy to meet their needs.

The school has made good progress since the last inspection. The quality teaching of pupils with profound and multiple learning difficulties has improved significantly. Staff use a range of systems to communicate more effectively with all pupils. Long term planning focuses on appropriate areas for development. Improvements have also been made in the monitoring and assessment of pupils' work, although some improvement is still required. Much more effective use is made of the available working areas and storage space; indeed, all features of the accommodation over which the school has control have improved. The forthcoming re-location will provide the school with more appropriate premises.

STANDARDS ACHIEVED

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

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

Achievement is good overall. Children in the foundation stage achieve well in communication, language and literacy, mathematical development, physical development and also in their personal, social and emotional development. This is due to a very strong curriculum focus upon these areas and effective teaching. There were too few opportunities to fully judge the children's achievements in their knowledge and understanding of the world and creative development but indications are that these areas are at least satisfactory. There are no significant differences between key stages or in the achievements of pupils with different special educational needs, and this is an improvement since the last inspection. The pupils achieve well in English, mathematics, science, information and communication technology and physical education. This is due to a relevant curriculum and teachers using effective communication skills to enable pupils to access the subjects at

their own level. The use of individual learning objectives by teachers that are shared with teaching assistants is very good. Whilst achieving well, achievements by pupils could be higher with a more consistent approach to the use of numeracy and ICT in all subjects. The pupils achieve well in physical education, particularly swimming.

The pupils' attitudes and personal development are very good. The very good provision for their **spiritual, moral, social and cultural development**, which includes many first-hand experiences in the local community, assists the pupils to develop confidence and maturity. The pupils' behaviour is good and their attendance is very good, as are their attitudes to school life.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall and leads to effective learning which enables the pupils to achieve well. The strengths in teaching include the range of strategies that staff employ to enable the pupils to access the curriculum, which is good overall. Teachers and support assistants have strong working relationships and afford pupils dignity and respect. The input by specialists, including therapists, plays a significant role in the pupils' achievements, although, recent shortages of staff have led to some pupils receiving reduced attention. Nevertheless, the care, guidance and support that pupils receive is very good, as is the school's regard for health and safety. The procedures for reporting incidents, well known by all staff, are excellent. The school's relationships with parents are good. Links with other schools and the community are very good and serve the pupils' personal development very well through visits and support.

LEADERSHIP AND MANAGEMENT

The leadership provided by the headteacher is very good. Since her relatively recent appointment she has effectively managed change and consequently the school has improved. She is ably assisted by a very effective deputy headteacher. The clarity of vision for future development, including re-location, is shared by school staff and governors. The role of subject leaders has improved, although greater consistency is needed to ensure that equally good management practice is seen in relation to all subjects. The governing body is headed by a knowledgeable chair who ensures that the headteacher receives good support and appropriate challenge to ensure that the best interests of pupils is served.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are highly satisfied with the school. They feel able to approach staff with any concerns and appreciate the levels of hard work and care on behalf of their children. They look forward to the forthcoming re-location and welcome the improved accommodation on offer. They have concerns about the current availability of input from therapists. The inspection team shares the views of parents. Parents also confirm that their children enjoy school and are happy to attend. The attitudes and responses of pupils within the school and when on visits to the local community confirm this view.

IMPROVEMENTS NEEDED

- . Further develop the monitoring role of subject leaders;
- . Seek to ensure pupils receive appropriate levels of therapy in accordance with their needs;
- . Ensure that the evident best practice in the use of assessment, numeracy and ICT across the curriculum is shared by all staff.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Across the school, all pupils, irrespective of their special educational needs, achieve well. Boys and girls, and those whose home language is not English, achieve equally well. Due to their special educational needs, the pupils' attainment is well below the level expected of pupils of similar ages.

Main strengths and weaknesses

- . Overall, pupils achieve well because they are well taught;
- . A well-organised curriculum generally provides pupils with a good range and balance of learning opportunities;
- . Pupils in all years achieve very well in their personal development;
- . Teachers use a range of strategies to promote the pupils' communication skills very well.

Commentary

1. The pupils' overall good achievements are supported well by a good match of teachers to the needs of the curriculum, very effective teaching assistants and, overall, good accommodation and learning resources.

2. Pupils' achievements in personal, social and health education (PSHE) and citizenship are good. Teachers with good subject knowledge are responsible for pupils' good achievements in PSHE. Lessons across the school are carefully planned, showing clearly what it is anticipated pupils will learn and how pupils' individual needs will be met.

3. Pupils' good achievements in English result from good quality teaching and learning. They make good progress in developing communication skills, such as speaking and listening, symbol and signing recognition or the exchange of pictures. The school is successfully meeting the challenge posed by the increasing numbers of pupils with communication difficulties by extending and adapting its provision through the development of additional communication systems. Some pupils make good progress in acquiring and developing their reading skills because of the well structured approach to assessing and teaching these skills. Where appropriate, teachers provide a good range and variety of stimuli to promote writing skills. The mathematical skills of pupils of all ages are promoted well in specific lessons and good achievement is seen in some lessons, for example, making pictograms using the computer or counting bounces whilst on the trampoline. Pupils accessing the curriculum via a predominantly sensory input gain experience in shape and texture recognition to differentiate between objects. Pupils' achievements are good in science, work is well planned and great emphasis is placed upon first hand experience and investigations that the pupils enjoy. The pupils achieve best in ICT where its use is well integrated within other subjects and effective use is made of all available resources, including the interactive whiteboard. In other lessons, pupils do not always have access to the full range of resources which limits their otherwise good achievement. Good and appropriate use is made of the Internet to search for information such as details about the local environment.

4. The regular, routine, and consistent use of communication systems is a significant factor in the standards that pupils achieve. Speech, signing and symbols together with the use of communication books and the Picture Exchange Communication System (PECS) provide a very good learning environment for pupils. Rebound therapy, where pupils have close support from physiotherapists on a trampoline, has been introduced and is having a good impact on learning and mobility. Pupils with the most complex and profound learning difficulties are supported by a good range of specialist access devices, including touch screens and switches that supports their learning very well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour is good. Their personal development through the provision for their spiritual, moral, social and cultural development is very good. Attendance and punctuality are very good.

Main strengths and weaknesses

- . Pupils enjoy learning and participate well in lessons and when on visits off-site;
- . In the vast majority of lessons pupils behave well;
- . The pupils' response in lessons and to school life generally leads to very good spiritual, moral, social and cultural development.

Commentary

5. Absences are rare and are mainly due to the pupils' need to attend appointments off-site. There are very few unauthorised absences, which underlines the value parents place on the school and the clear enjoyment their children derive from regular attendance. During the day, despite many commitments during lunch-time, pupils arrive for lessons on time as a result of efficient dining and play arrangements. The school day gets off to a prompt start due to effective transport from home and well known routines by school staff.

6. The vast majority of pupils have very good attitudes to school. They are keen to participate in lessons, concentrate well and are motivated to improve. In large part this is due to the well focused teaching, curriculum and support the pupils receive. There are some good examples where the pupils feel part of the school community and respond very well, such as whole school assemblies which are joyous occasions. The behaviour of a minority of pupils occasionally poses a challenge for peers and staff. In all instances, staff respond promptly so the pupil understands expectations of behaviour. Frequently, the causes of misbehaviour can be tiredness or issues not directly related to life at school. The high staffing levels and the pupils' response to school ensure that behaviour is good overall, whether at school or on visits to the community. Pupils with particular difficulties are provided with appropriate support and programmes. These measures ensure that all pupils understand right from wrong as appropriate, as a result, their moral development is very good, irrespective of their special educational needs. There have been no exclusions for several years which is a good indicator of the school's strength in this area.

7. The pupils' social development is promoted very well through the many opportunities provided at lunch-time and when on visits to the local community. Some pupils have responsibilities such as collecting registers and delivering them to the school office. In lessons, such as physical education and food technology, they willingly co-operate with others, take turns and share resources. Their relationships with pupils from other schools who visit on a regular basis are very good.

8. Assemblies make a good contribution to pupils' spiritual development through opportunities for prayer and celebration of others' achievements. Pupils participate with pleasure in songs and music. Pupils' cultural education is also good. Their understanding of their own and different cultures is developed well through religious education, music and art and supported very effectively by trips and visitors into school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	9.5	School data	0.3
National data	8.8	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Pupils benefit from good teaching, a broad and balanced curriculum and very good levels of care. Their learning is supported by good links with parents and very good links with other schools and the community.

Teaching and learning

Teaching is good overall, with some very good features. Therefore, pupils learn well and make good progress in developing new skills, knowledge and understanding. Assessment procedures are good overall but require further development so the best practice is seen throughout the school.

Main strengths and weaknesses

- . Teachers use a range of strategies to engage the pupils well in all activities;
- . The quality of relationships is very good;
- . Teaching assistants make a significant contribution to pupils' learning;
- . Provision for pupils' additional needs is good in relation to individual education plans, although the current amount of input from therapists is less than is required;
- . Although there are examples of very good practice, senior staff recognise that there remains room for improvement in the quality of assessment;
- . The very good use of ICT by some teachers needs to be extended across the school;
- . There is some innovative use of homework.

Commentary

9. There has been good improvement in the quality of teaching and learning since the last inspection, particularly regarding pupils with the most complex needs. These pupils' learning involves many more opportunities to become involved with the wider school population and the local community. A particularly good feature is the extent to which pupils are taught specific objectives that relate to their needs. Teachers plan a range of strategies to engage the pupils, for example, different groupings, the use of ICT and a rich diet of sensory activities and first-hand experiences as appropriate. The adoption of national guidance in relation to clarity of shared learning objectives, main activities and plenaries is proving successful. A good blend of activities also encourages the pupils' personal development as they are required to work independently, in pairs and in small groups. Pupils work well independently on activities such as practising their swimming technique or using computer programs, and they collaborate well when working in groups in practical tasks. Lessons are generally well planned, with a clear indication of what it is anticipated pupils will learn. Many plans identify how teachers intend to promote pupils' literacy and language skills, and elements of their personal development too, and even those teachers who do not show this in their planning still maximise opportunities that present themselves. In particular, they encourage pupils' communication skills. Many teachers support these

sessions well by using additional communication systems such as picture exchange, signing and symbols in order to involve all pupils.

10. Teaching across the school, in all age groups, has many very good features. Teachers and teaching assistants work very well together, know their pupils well and have very good relationships with them: all pupils are afforded dignity and respect. The quality of interactions is a strength of lessons and, therefore, staff are able to manage pupils in quiet but effective ways. Pupils respond to this well and generally work hard in lessons. Staff use praise very well and appropriately to encourage pupils.

11. Pupils' learning is enhanced by the very good quality of support provided by teaching assistants. They do this by encouraging and recording responses and by supporting individual pupils. Recent changes in working practices have enabled teaching assistants to become more involved in the planning and preparation of lessons before pupils arrive in class. They know how lessons will be structured and this enables them to make sure resources are readily available and that pupils move smoothly from one activity to another. This has had a positive impact on the quality of teaching and learning and ensures that time is used well.

12. Good quality resources, which at times are simple but effective, are used well to stimulate learning. Specific multi-sensory resources are used equally effectively to promote the learning of pupils with profound and multiple learning difficulties and other resources are tailored to meet the needs of pupils with other educational needs. Links with other colleagues, such as physiotherapists and the educational psychologist, provide regular and targeted support. All staff share the ethos of the school and there is a common commitment to pupils gaining a high quality education in the full range of national curriculum subjects. Staff have high expectation for what pupils will achieve, including the development of interpersonal skills, which pupils with autism often find very difficult. All pupils have very effective individual education plans (IEP's) that help them to break down barriers to learning caused by their autism, for example, the inability to concentrate for very long in group situations. Priority needs form the basis for a highly effective and very relevant IEP system. The targets set in IEP's are very relevant to pupils' differing learning needs, and are based on previously achieved targets. The current provision of physiotherapists and speech and language therapists has been reduced significantly which means that not all pupils receive the attention they need.

13. One feature of teaching and learning that requires further development is the use of assessment. Whilst there are some very good examples, the senior management team recognise that the role of subject leaders needs to be extended across the school to ensure that best use is made of assessment information to track pupils' progress and influence lesson planning. The assessment systems and records that cover whole school issues are good overall and give staff a detailed view of how pupils are doing. New assessment recording and reporting systems have been introduced in order to demonstrate pupil progress across all subject areas. This process is now being improved because staff are improving their understanding of how to assess the different levels of pupils' achievements. Equally work is also now being moderated which is ensuring greater consistency in the levels pupils are being assessed as having achieved. Most subject assessment is carefully kept up to date and used successfully to support learning. There has been good improvement in the way that all the staff now monitor key targets on a termly basis. Pupils have precise targets in their individual education plans (IEP's) and these are on display in all teaching areas. The reviews of these plans and the Annual Review reports are very thorough and used to great effect for subsequent target setting. The quality of the IEP's, and the targets set within them, has been the focus of whole school improvement, and

these are now consistent across the school. The targets are specific to individual pupils' and students' needs, and are set at levels that are based on assessment. The frequent reviewing of these targets, and the tracking of the level they are attaining in terms of National Curriculum levels or nationally recognised performance (P) levels, provides the school with good information on the progress each pupil is making. Teachers have a good knowledge of how pupils are learning and this enables them to plan suitable work so that they usually make good progress in lessons. This is aided by good examples of the use of precise assessments to measure their small steps in learning and determine pupils' progress year on year. Work has started on analysing 'P level' data across subjects to ensure curriculum coverage and monitor pupil achievement. However, the systems used are not yet applied consistently well by all subject leaders.

14. There is evidence of excellent use of ICT across the curriculum, although this is not consistent in all subjects. The subject leader provides an excellent role model and generally communication aids are used well. There is, however, room for development in the use of ICT to support all subjects by teachers. Training needs have been identified in the effective use of the newly acquired interactive whiteboards and generic programs that support literacy development via speech and word-banks.

15. There are some very good examples of effective and innovative uses of homework. These take the form of "homework bags" that contain a range of materials to support pupils' learning at home. For example, many of these resources encourage parents to develop communication activities with their children via role play and story telling.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (7%)	5 (17%)	14 (47%)	9 (29%)	0 (%)	0 (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. It provides a wide range of relevant activities, which meet the interests, aptitude and particular needs of all pupils and enables them to achieve well. The opportunities that pupils have to enrich their experiences and learning are good. The quality of the accommodation and resources the school has to meet the needs of its pupils are good.

Main strengths and weaknesses

- . The curriculum covers a good range of subjects and courses and is well organised and monitored;
- . The school caters well for the special educational needs of all pupils;
- . A very good range of well-planned educational activities linked to curriculum plans supports pupils' learning very well;
- . The programme for personal, social and health education is good and enables pupils to make good progress in their personal development.

Commentary

16. The school provides a good range of learning experiences for pupils which are relevant to their needs. Significant developments in curriculum planning have addressed most of the deficiencies identified in the previous report. Curriculum provision for pupils who have additional educational needs is good. Good planning and attention to individual needs ensures that pupils with additional or especially complex needs have full access to a wide range of learning opportunities. Pupils with profound and multiple learning difficulties make good progress in learning to communicate with others. This is because teachers and support staff know the pupils very well and are skilled at delivering suitable programmes. Detailed and practical individual education plans and behaviour management plans have also played a major part in meeting their needs. This means that they can participate very well in lessons. This is an improvement since the previous inspection. The emphasis on developing communication and personal and social skills is very appropriate for pupils with ASD (Autistic Spectrum Disorder) and means that pupils achieve very well in these areas. The provision identified in pupils' statements is met through teachers' planning, good IEP's and very good support from health professionals when available.

17. One reason why pupils enjoy coming to school is that there are so many exciting and relevant activities, not only in school but also in the community. Educational visits make a very valuable contribution to pupils' personal and social development and to their subject learning. Since the previous inspection, planning for educational visits has been significantly improved. All visits are now very well planned and monitored. There are, for example, visits to science and transport museums, places of worship, the theatre, and sports and leisure facilities. Stimulating activities such as these also contribute extensively to pupils' good achievement in personal and social development.

18. Many visitors into school support learning, for example, the recent input from the 'Artist in Residence', who enabled pupils to make impressed tiles from objects in the environment. Pupils participate in a variety of adventurous physical activities such as rock climbing and canoeing. This has a very good impact on developing self-confidence and self-esteem. The school does provide a lunchtime art club but the range of clubs is not extensive. However, it has already recognised this as an area for development and has plans to remedy this in the very near future. Provision for extra-curricular activities is limited by the constraints of transport in the evenings or at weekends.

19. Pupils have access to a good programme of personal, social, health and citizenship education. As a result, pupils make good progress developing their independence, personal care, communication and social skills. In addition to the taught curriculum, staff make the most of every opportunity to encourage pupils to learn relevant skills. For example, at lunchtime and when changing for physical education, pupils are patiently helped to become more independent. All pupils have relevant targets to develop feeding, dressing, personal hygiene and toileting skills. Additionally, daily routines, such as registration, snacks and lunchtime and reviews at the end of the day, are used consistently to encourage pupils to interact with others, take responsibility for themselves and be as independent as possible.

20. Accommodation is good. The accommodation has improved since the last inspection with the upgrading of bathroom facilities, the library, the food technology room and the outside areas. Whilst corridors are still somewhat narrow the school makes very good use of the space it has. However, one classroom, although fairly spacious, has no separate quiet room which presents difficulties if pupils' need time in the presence of a familiar member of staff to become calm again. Occasionally, additional staffing is required to support the behaviour management of one group of pupils with complex needs; should this support not be available, it has an adverse effect upon pupils' learning. The outside

area is good and gives pupils a good level of independence in safe and secure surroundings. All internal and external areas of the school are very well maintained by diligent staff.

Care, guidance and support

The overall quality of the care and support provided for pupils is very good.

Main strengths and weaknesses

- . The documentation of procedures and their implementation is outstanding;
- . The caring ethos of the school is very good. Staff work as a team, and pupils are evidently happy and enjoy school time;
- . Pupils' access to well informed support, advice and guidance is very good;
- . Provision of child protection is very good. Minor accidents are not infrequent but always acted upon;
- . Parents are very happy with the way in which children are inducted into the school.

Commentary

21. The school has an excellent set of policies and procedures. These are simple in nature with clear action points, which were seen to work effectively. Policy manuals are stored in the visitors' waiting area, easily accessible to visitors and staff. Information was always readily at hand during the inspection, and each policy had a governing body review date so that all policies and major procedures were up to date and regularly reviewed. There is an effective induction process for new or temporary staff to ensure that school practices are known and understood by newcomers or supply teachers.

22. Pupils clearly enjoy coming to school, and are generally happy during the school day.

Staff are on hand to greet children on arrival by escorted transport. The arrival area is somewhat congested but the unloading procedure is carefully co-ordinated by a member of staff. The arrival process was seen to be efficient, so that the school day could formally begin within 15 minutes of arrival. The school is well provided for with additional professional specialists, although at the time of the inspection, speech therapy appeared to be temporarily under-resourced. Teaching assistants and specialists work well with teachers to form an integrated team. The caring ethos of the school was confirmed by external health professionals, who knew the school well.

23. The background and special circumstances of each child is well understood by teachers and health workers and typically documented in an excellent way. The school makes use of both a clinical and an educational psychologist to help ensure the best advice and guidance to each pupil. The educational psychologist, for example, ensures that each pupil is appropriately placed in the school and has an input into the pupils' individual programme. Each child has an annual review attended by members of a multi-disciplinary support team as appropriate to each pupil. The team includes the psychologists, an educational social worker and community nurse. Consideration has been given to forming a school council to help seek the views of pupils, but thought inappropriate for the current cohort of pupils whose views are, nevertheless, sought individually and understood by staff.

24. Health and safety is of major importance in the school and the headteacher takes personal charge, whilst an experienced deputy has specific responsibility for other aspects of child protection. The nature of the pupil cohort is such that minor bumps and bruises are

a regular feature of school life. All such incidents are recorded in detail and an action column in the incident book ensures that there is a constant review of potential risk. The procedure whereby the school caretaker signs off any completed actions was seen to work well. Risk assessments carried out prior to any visit outside school were also seen to be very effective. There is no bullying, but staff recognise that some children may target others as a consequence of their special educational needs. Such trends are well-documented and appropriate action is always taken.

25. Induction procedures for new pupils are very much on an individual basis. Analysis of the pre-inspection parents' questionnaire and subsequent confirmation from parent discussion confirms our belief that these procedures, see the home, school and other agencies working very well together for the benefit of the pupils.

Partnership with parents, other schools and the community

Links with the community and other schools are very good. Links with parents are also good.

Main strengths and weaknesses

- . Links with other schools and the provision for inclusive education are very good;
- . Parents have a good relationship with the school. Parents see the school as approachable and feel informed about their child's progress and well being;
- . Links with the local community are very good and local business is highly supportive.

Commentary

26. The school has extensive links with other local schools and a comprehensive programme for ensuring that pupils are appropriately included in mainstream activity. Inclusive learning is seen as a major strategic goal and achieved well as a result.

27. The school offers work placement training to students from other schools and colleges and works with the local education authority to promote inclusive programmes. For example, the school helps train mainstream early years professionals in special educational needs. Pupils from a mainstream school are also included in lessons on the Green Fold site. The proposed re-organisation of the school site is generally welcomed by both teachers and parents and viewed as a positive step.

28. Pupils attend school from a wide catchment area and are almost all brought in by escorted transport. Parents do not have the day to day contact brought about by daily delivery and collection. Most routine contact is therefore by phone although there is an open door policy in evidence and parents interviewed felt comfortable to call in at any time. There was a good response to the pre-inspection parents' questionnaire. Thirty-one responses were analysed and the results were overwhelmingly positive to questions ranging from behaviour to the provision of activity provided and the arrangements for settling in newcomers. Nearly all parents agreed that their views were sought, although the parent staff association, after due consideration, no longer formally meets.

29. Information to parents is provided by a twice per term newsletter, a well-attended annual parents evening and the end of year report and comprehensive annual review. There is a small number of pupils whose ethnic origin is Asian, and the school has initiated an 'Asian Mum's' group, which gives them special support and organises training. Recently the group attended a massage and aromatherapy seminar. Parents and staff are able to

meet in informal settings such as the annual children's Christmas party, sports day, or the Christmas play held in the local church.

30. Relationships with the local community and businesses are very strong. The funds arising from this support have been put to good use in purchasing and renewing multi-sensory equipment and facilities. A local supermarket has helped refurbish the food technology area and is always ready to support school improvements in material ways. Local clergy attend the Harvest Festival and Easter assemblies and local arts events are held in the school on a regular basis and add much to the pupils' cultural and spiritual development.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance

Leadership and management are good. The very effective leadership of the Headteacher has ensured the establishment of a clear direction for the school. There is a strong commitment to improvement and the headteacher is ably supported in this by the deputy headteacher. Leadership by subject leaders is good. The school is well organised and managed. Governance is good.

Main strengths and weaknesses

- . The Headteacher provides very good leadership;
- . School improvement planning is very good and contributes significantly to a shared commitment to improvement throughout the school;
- . The role of subject leader, although increasingly effective, is not always fully developed in relation to assessment and monitoring;
- . The very good ethos of the school promotes inclusion very well;
- . Governors provide good levels of support and challenge to the school.

Commentary

31. The Headteacher provides very good leadership. In a relatively short time she has demonstrated a clear vision of where improvements are needed but also of the school's current strengths which need to be maintained. Although staff absence has meant that leadership responsibilities are focused largely on the headteacher and deputy, they have formed a strong team which is well focused on raising standards and improving provision. Focus for improvement has been on classroom practice and this has been embraced by all with the best interests of the pupils in mind. Staff work effectively as a team and are committed to running an inclusive school which enables all pupils to achieve to the best of their abilities. Good improvement has been made in leadership and management since the last inspection.

32. Governors work well with the headteacher. They support the Headteacher in the drive for school improvement and actively seek to develop the school further. The governing body has recently adopted a new committee structure which helps them in ensuring they are familiar with the school's strengths and areas for improvement. They have ensured that statutory responsibilities are met, regularly discuss aspects of the school's effectiveness and monitor the budget closely so that money is spent on the school's priorities. Governors have good first hand knowledge of the school, although as yet there is no formal schedule of visits. Improvement since the last inspection has been good. Governors have addressed issues related to policies and information for parents; the provision for pupils with the most

complex needs has improved well and accommodation issues have been resolved on the present site as well as possible in view of the planned re-location. Relationships with all parties concerned with the planned re-location are very positive and well managed. Consequently, there is an appropriate balance between addressing both the current and future needs of the school.

33. The leadership team's clear vision for the future has ensured that lessons are well planned and that procedures for assessing pupils' progress are increasingly effective. Very good school improvement planning has resulted from in-depth evaluations of curriculum areas by most subject leaders and very good procedures for performance management. Leadership of the curriculum overall is good. The role of subject leaders is developing and becoming increasingly effective. Opportunities have been provided in the recent past and some subjects have made significant progress. However, as yet, subject leaders do not consistently monitor the quality of their subject and its assessment throughout the school. The monitoring role of subject leaders in relation to teaching is also under-developed. Staff have undertaken a wide range of appropriate training and development activities which are well matched to their needs in managing the pupil population. Adults provide good role models for pupils which makes a significant contribution to the warm and welcoming ethos of the school. In the final assembly, at the end of the inspection, staff and pupils showed themselves to be a friendly, inclusive and cohesive community when everyone took part in a noisy and active dance competition featuring the headteacher and deputy headteacher.

34. The school has a good approach to financial management. Day to day finances are managed well by the headteacher and she is very effectively assisted by school administrators who are seen as a valuable resource for all staff well beyond their office duties. For example, they are willing to share their expertise in ICT with colleagues who seek their guidance. The principles of best value are built into spending decisions. The school handles its finances very well with a small surplus carried from year to year.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,030,720	Balance from previous year	58,489
Total expenditure	965,767	Balance carried forward to the next	64,953
Expenditure per pupil	19,315		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the foundation stage is **good**.

Lessons are well planned and learning objectives which link with individual education plans are clearly identified which ensures that work is well matched to the needs of individual children. The teacher has worked hard to extend learning experiences for the children. Management is good. The teacher is well supported by a member of the leadership team and together they have focused on developing the curriculum and assessment to ensure they reflect the six areas of learning at an appropriate level for the children in the group. Whilst there is more work still to do in this area, development planning and the clear vision of both the deputy Headteacher and the foundation stage teacher indicate that they are well placed to achieve their aims. Teaching is good in mathematical development, communication, language and literacy and in personal, social and emotional development. In all other areas it is satisfactory. Overall children achieve well. Procedures for assessing children's progress are developing. Children's learning is supported by good accommodation. The outside area which has recently been refurbished remains to be developed further as a learning space. This provision was not reported on in the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- . Children are well cared for and enjoy the learning activities provided for them;
- . Children are happy and feel secure.

Commentary

35. Adults and children enjoy warm and friendly relationships. The teacher has established a good relationship with each child and this is reflected in the relationships between support staff and children. Adults take care to explain clearly what children are expected to do and listen carefully to their responses. Staff know the children well and encourage them to contribute to activities in the most effective way. Wherever possible staff encourage children to be independent and provide opportunities for them to make choices. Most children need help with personal care but are encouraged by staff to complete tasks and to work with supporting adults. Children relate positively to one another, some showing that they understand how to take turns and all demonstrating personal likes and dislikes. All children concentrate for appropriate lengths of time, some persisting with difficult tasks despite significant physical difficulties. Staff treat children with dignity and respect and work as an effective team to develop children's self esteem. Children clearly feel secure.

COMMUNICATION, LANGUAGE AND LITERACY

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

- . Good attention is paid to developing individual communication skills;
- . Imaginative strategies to encourage participation are used;
- . The teacher and support staff work effectively together as a teaching team.

Commentary

36. Lessons are organised effectively and a good range of appropriate resources is chosen to develop children's understanding and encourage participation. In one lesson observed, a story about a lion was enhanced by well chosen objects, including a large toy lion. This helped the children to focus on the important elements of the story. Questioning is used well to encourage individuals to learn as much as they can. Adults effectively match their questions to the needs of the individual and use other methods of support such as signing and switches to develop communication skills.

37. Children's attention is drawn to parts of the text of the book they are working with and those who can are encouraged in recognising letters and sounds. They turn the pages of a big book as part of a class activity, learning how books work. In the classroom they choose books they like to look at either with an adult or by themselves.

38. In other activities children are making good progress in developing early writing skills. They have opportunities to use a range of writing instruments to draw or to make marks. Some are learning to write the letters in their name; others use a sand tray to make patterns with their fingers.

MATHEMATICAL DEVELOPMENT

The provision in mathematical development is **good**.

Main strengths and weaknesses

- . Lessons are well planned to address the needs of the group;
- . Well chosen resources enhance the learning experience.

Commentary

39. A good range of activities is planned to develop children's developing numeracy skills. All the children enjoy an appropriate repertoire of number songs and rhymes. Lessons are made very interesting for the children through the use of a range of appropriate resources. These resources are targeted both at individuals and at the group. In one lesson where the children were learning about the number 3, one child banged a drum three times and some children had a toy monkey which could hang from a rail. Higher attaining children can count to 3 with some prompting and most can give one item to an adult. All show attention during number songs. Everyone was encouraged to count the monkeys when they were on the stick and some counted as they 'jumped' off. Each child was well supported to enable participation in the activities. Resources were well chosen so that individuals responded. For instance, the 'three green bottles' were filled with water containing glitter which made them interesting for the entire group, focusing attention well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- . Children have a range of direct experiences which helps them to understand the world around them;

- . Regular visits to areas of interest in the community support learning.

Commentary

40. Well chosen activities and resources help children to understand their world. In a lesson observed during the inspection the group looked at mini-beasts. To remind them what they had talked about in earlier lessons the teacher passed round a large beetle encased in plastic. All the children were interested and concentrated well. They followed this by looking at boxes filled with grass and soil, and hidden in them, insect models. Adults helped children to explore by asking questions of individual children. The planning for this activity was linked clearly to children's individual targets. On a trip into the school grounds, some pupils concentrated well on finding mini-beasts and looking at them through a magnifying glass. The impact of this activity was limited by its organisation when children needed more individual support than was available on this occasion. However, the use of visits and first hand experience is a strong feature of the children's programme. Children have opportunities to use ICT as they find out about cause and effect through the use of computers and switches. Higher attaining children use a mouse confidently to make things happen when using the computer.

PHYSICAL DEVELOPMENT

41. This area was not inspected in detail but planning and discussions show that provision is at least good and that children achieve well. Teachers' planning and activities during the inspection show that good attention is paid to children's physical development. Children have regular opportunities to use tools, make marks and improve their physical skills. Children have access to outside play space which has surfaces suitable for a range of activities. Activities also take place in the school hall which provides facilities for children to run, jump and balance in addition to using appropriate sports equipment. They also have access to hydrotherapy and to attractive soft play facilities.

CREATIVE DEVELOPMENT

42. This area was not inspected in detail but teacher's planning and discussion showed provision to be at least satisfactory. The good range of resources is used well to encourage children to explore materials and tools and to develop skills and understanding of their use. Children are provided with opportunities for sensory experiences such as when looking at mini-beasts' habitats, the children were encouraged to explore the texture of soil and grass. Children enjoy songs and rhymes and join in as well as they can.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English is **good**.

Main strengths and weaknesses

- . Pupils achieve well in communication;
- . Appropriate elements of the National Literacy Strategy have been integrated into lessons;
- . Good assessment systems have been established and provide a good base for further development;
- . Curriculum leadership in English is good;
- . There is room for further development of literacy in other areas of the curriculum.

Commentary

43. Pupils achieve well in English. This is a good improvement on the findings of the previous inspection. In speaking and listening pupils have many opportunities to develop skills and understanding throughout the school day. All pupils are actively encouraged to contribute and express their feelings and ideas. Those with verbal skills work hard to express themselves and are sensitively supported in this by the adults who work with them. Where pupils use non-verbal means of communication, adults use signing and switches such as “big mac” to ensure pupils can make their contributions. They watch very carefully to ensure that no responses are missed and use praise very effectively to reward pupils. In the review session at the end of lessons, pupils are encouraged to report on what they have done. Other members of the group are expected to listen quietly.

44. Reading has appropriate importance within the curriculum. Individual targets have been set and lesson planning indicates which of these targets is the focus for the activity. The use of big books to support pupils’ developing understanding of texts was evident in a number of lessons observed during the inspection. Appropriate elements of the National Strategy have been incorporated into lessons and this has resulted in a clear structure for lessons. In one lesson observed the group read the book ‘Peace at Last’. Although the members of the group had very different needs the teacher used the book in different ways to develop an interest in the text for all members of the group. The work on the text was followed by individual activities based on the story. Pupils’ interest and enjoyment of books is well supported through the use of the welcoming and appropriately resourced school library. Pupils have a number of activities to support their skills in writing but this is a planned area for further development.

45. Teaching and learning across the school are good with some lessons observed during the inspection being very good and excellent. Lessons are well planned and focus on the individual needs of pupils in the group. In all the lessons seen during the inspection, pupils were focusing on these targets and working hard on challenging activities. Teachers use resources very well to inspire and encourage pupils. This is especially so in the use of texts to develop an understanding of stories. Adults work very well together providing very effective teams. They know the pupils well and provide sensitive support. This results in pupils making good progress. Assessment is developing well. Systems introduced enable teachers to plan work which builds clearly on what pupils know and understand. Continued work in this area, including the further development of procedures to enable teachers to measure progress clearly, is appropriately planned.

46. Co-ordination of English is good. The combination of whole school strategies, training and development for staff and a planned programme of work are having a positive impact on achievement. Data is being used increasingly effectively to evaluate the work that has been done.

Language and literacy across the curriculum

47. Staff have a clear view of pupils' individual targets and these are clearly evident in teacher's planning. They are also displayed in classrooms for adults to refer to. Symbol cards and signing are used to underpin communication but these strategies are not used consistently with all those pupils who would benefit. Whilst literacy skills are encouraged and supported well in other areas of the curriculum, this is not always specifically highlighted in planning and thus some opportunities are missed. Improved attention to writing has been appropriately identified by the senior management team.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- . The effect of implementing the national numeracy strategy is seen in the good quality of teaching and learning;
- . Pupils' behaviour is very good and their attitude towards mathematics is very positive;
- . The use of ICT to support learning is inconsistent;
- . Leadership and management are good;
- . Opportunities to develop numeracy skills in other subjects are sometimes missed.

Commentary

48. The pupils' achievements are good and have improved well since the previous inspection. This is due mainly to the way in which the school has adopted and adapted the principles of the National Numeracy Strategy in addition to the improvement in IEP's and target setting.

49. The quality of teaching is good. Teachers present exciting and challenging lessons and all pupils are enabled to participate because highly skilled support staff understand pupils' different needs and abilities. In addition, a wide variety of communication techniques is always in evidence and therefore pupils know what is going on and what is expected of them. As a result, they enjoy the subject and behave well and teachers use a variety of resources and devices that are carefully chosen to match pupils' needs, to capture and maintain their interest. These range from making patterns and shapes in jelly to the use of tactile numbers. Songs are used particularly well to reinforce learning and to develop early mathematical language such as more/less and bigger/smaller as well as to consolidate number work. *Three Blind Mice*, *'One, two, three go!'* are used well to encourage understanding and to check on learning. Simple, but effective, resources such as bags of 'shopping' with familiar items enabled Year 2 pupils to consider light and heavy, and the tracking of light balls were used effectively as part of a multi-sensory approach with pupils with more complex needs. Year 6 pupils enjoyed a mechanical fishing game with some help, whilst others explored the size and shape of different coloured balls. Pupils with autistic spectrum disorders were supported well at their workstations and good reinforcement activities, such as number matching with large number tiles enhance their learning. Although some use of computers was seen to support learning, overall ICT is not sufficiently developed in mathematics.

50. The leadership and management of mathematics are good. The new subject leader has the vision and a list of appropriate priorities to raise standards. These include further

development of ICT in all aspects of the pupils' mathematical learning, and working with all class teachers on consistency in moderation of 'P' scales and National Curriculum assessments. There has been a good level of improvement since the previous inspection. Achievement levels have been improved and there is now consistent planning across the school backed up by good IEP's recording of pupil achievement based on 'P' scales. Monitoring of this planning is systematic and useful.

Mathematics across the curriculum

51. Pupils are not always given structured and planned opportunities to use and apply their mathematical skills in other subjects of the curriculum. There are examples of numeracy skills being promoted well, for example, counting and sorting in science. However, generally planning does not consistently identify opportunities when numeracy skills can be developed or reinforced.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- . Teaching and learning are good;
- . There is limited co-ordination of planning and monitoring of what pupils are being taught;
- . Teaching support assistants support pupils' learning well;
- . Well planned visits within the community support learning very well;
- . The absence of the subject leader has adversely affected subject development.

Commentary

52. Pupils achieve well because the school has implemented the nationally recommended guidance and use a three-part approach to lessons well. Schemes of work are in place and pupils receive a satisfactory balance of the different aspects of science. Information and communication technology is not used consistently enough to support pupils' learning.

53. Pupils achieve well in science because teaching and learning are good. Teachers plan well based on their knowledge of the pupils and work provides a good level of challenge. Pupils are encouraged to express their ideas through carefully structured questioning and prompts. Communication devices such as PECS are used well to reinforce understanding. Teaching and learning for pupils with multiple sensory impairments is good and sometimes excellent. The work is very well structured and resourced to enable them to develop an awareness of their surroundings and to make responses. For instance, whilst investigating plants, pupils in Year 1 reacted well to the use of a spray and a torch to simulate rain and sun. The use of the outside environment further enhanced learning. In Year 5 resources such as sunflower windmills were used to great effect as pupils made them spin. An inspirational lesson for Year 3 pupils clearly extended their understanding of living things as they listened and held a variety of animals. The very good support and sensitivity of all staff during this farm visit ensured that all pupils were included very well. The use of portable electronic recording devices, "big macs", to record animal sounds and very appropriate website resources used in the classroom further enhanced this excellent learning experience.

54. Lessons are planned to take individual pupil needs into account and teaching support assistants are used very appropriately to support the pupils' learning. Pupils clearly enjoy their lessons and receive high quality support from the teachers and teaching support assistants. Pupils have very positive attitudes and behave well.

55. The leadership and management of science have been adversely affected by staff absence and a lack of development planning, curriculum innovation, consistent assessment procedures and the monitoring of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- . The pupils' use of ICT enables them to achieve well in communication;
- . The recently appointed subject leader provides a very good role-model to colleagues;
- . Additional training is required to enable all staff to make best use of new resources.

Commentary

56. Pupils access a range of programs and input devices as they develop their communication skills. Pupils with more complex needs respond to a range of stimuli such as displays of lights and sounds. Some respond appropriately by pressing a switch when the desired icon is highlighted. Many pupils make good use of recording devices so that a correct word can be used following the use of switches. Some more able pupils can load programs from a menu and select options with skilful use of a mouse. A few pupils can use data handling programs to represent numbers of objects in a pictogram. With appropriate support some pupils can search the Internet to support subjects such as geography and history where they study the range of animals at a local farm.

57. The subject leader has a very good understanding of how to successfully integrate ICT into other subjects. For example, prior to a local farm visit, the pupils gained an awareness of what was planned for the morning visit by viewing its website. Communication aids were prepared and some of these were taken to the farm to record sounds made by the animals. These recordings were used during the visit and back at school to re-inforce the experience. The pupils' responses were carefully noted and recorded by all staff in accordance with the planned learning objectives. This very well planned practical experience, supported by appropriate programs, is an excellent example of the effective use of ICT to support pupils' learning across the curriculum and is also a very good example to colleagues.

58. The subject leader, ably supported by another colleague, has only recently been appointed, but they are improving their expertise quickly and show great enthusiasm in developing the subject. Therefore, the capacity for the subject to improve is very good. The quality of teachers' planning is usually good and guidance is sought and readily given, although opportunities to observe practice at first hand are limited. Similarly, staff expertise in using new resources, including interactive whiteboards and a program to support communication, is at an early stage, although the subject leader has already developed a range of suitable activities using the software. Improvement in provision since the last inspection has been good.

Information and communication technology across the curriculum

59. Overall teachers make satisfactory use of ICT to support pupils' communication skills and the majority of teaching assistants are sufficiently skilled to make effective use of communication devices that support the pupils' learning effectively. The use of digital cameras to record achievement is firmly embedded in all subjects, despite the number of cameras being relatively few. Some teachers make good use of a program to make boards that display symbols and there is evidence of internet use to support teachers' research. Where ICT is marked on the timetable as a discreet subject for one lesson per week, this can lead to ICT being under-emphasised in other lessons.

HUMANITIES

Geography and History

60. No judgement about the overall quality of provision can be given about these subjects as they were not a focus for this inspection. A selection of pupils' work, displays around the school and teachers' planning were analysed. These show that pupils have full access to the National Curriculum programmes of study where they make particularly good use of the local community.

Religious education

The provision in Religious education is **satisfactory**.

Main strengths and weaknesses

- . Teachers plan a wide range of activities which interest pupils;
- . The subject is well planned and organised using the locally agreed syllabus;
- . Assemblies and visits contribute to the subject.

Commentary

61. Pupils make satisfactory progress in religious education as a result of the well planned programme and teacher's use of resources to create an appropriate environment. The good quality of teaching is matched to pupils' needs and enables work towards individual targets to be effective.

62. Overall teachers have appropriate subject knowledge and use this well to ensure that the resources they use and the questions they ask help pupils to understand and to contribute to lessons. Very good use is made of sensory and practical resources to bring lessons to life and result in pupils being interested in what they do. A good example of this was in a lesson on Judaism where pupils took a picnic outside to eat in a tent set up in the grounds when they learned about Sukkoth. Music played at the beginning of the lesson created the atmosphere and pupils were encouraged to join in respectfully with the words. Teachers and teaching support assistants worked well together to create an appropriate environment.

63. Assemblies play an important part in enhancing the provision for religious education. Visitors to the school also support pupils' understanding of different faiths and customs. Religious education makes a good contribution to the development of pupils' spiritual, moral and cultural development through these links.

64. The subject is well planned. A comprehensive programme of work is planned across the school and the subject leader is currently developing further resources to support teachers in their work in this area of the curriculum. As a result, there has been satisfactory improvement since the last inspection. Additional staff development activities are planned but monitoring of teaching by the subject leader is not yet in place. Assessment activities are undertaken to determine pupils' progress against "P" scales but further development is needed to ensure teachers have a clear view of what pupils have learned.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and music

65. Art and design and music were not major focus areas for the inspection although work was sampled.

66. An appropriate programme of work in art is in place which links to “P” level assessment and shows what is to be covered. The subject leader has identified strengths and areas for development and written an appropriate plan to address these. An art club takes place weekly and the activities for this are planned in detail. Visiting artists have contributed to the delivery of the subjects and work done with them is displayed in the school. Pupils work is used very effectively round the school to enhance the learning environment. It is displayed well and shows pupils that their work is valued by the adults around them.

67. Although music lessons were not seen, there were many examples of pupils listening to, participating in and enjoying music in a range of school activities. Many pupils joined in a ‘Hello’ song at the beginning of the day, music was used very effectively to create an atmosphere in classrooms and music was used in assembly to set the scene for the dance competition. The subject is well planned and the provision is significantly enhanced by visits from musicians and opportunities for pupils to attend concerts and performances at nationally known venues. Pupils are encouraged to play instruments and there is a good range of good quality resources. The subject leader has provided training for staff and also delivered training in other schools.

Design and technology

68. No judgement on provision in design and technology was made because this was not part of the main foci of the inspection. Examination of curriculum documents, pupils’ records and displays, together with the one lesson observed shows that pupils have opportunities to experience different aspects of this subject. Pupils are encouraged to use a variety of materials, to use tools safely and to make choices. They are helped to plan and to evaluate at appropriate levels. They make items such as collages, cards, masks and clay tiles. In food technology they learn about food preparation and healthy eating.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- . Pupils achieve well because of good teaching and a well-planned, varied curriculum designed to meet the wide-range of pupils’ needs;
- . Physical education makes a significant contribution to pupils’ personal and social development and encourages the healthy enjoyment of physical activities;
- . The subject is well led and managed.

Commentary

69. The achievement of all pupils is good due to a wide range of activities that include swimming, outdoor pursuits, team games, ball skills, sensory physical education lessons

and other sessions provided by physiotherapists. Pupils' achievements are promoted in many ways arising from specific planned learning objectives. These can include judging a pupil's response to a series of stimuli such as touch, sound or light. Teachers, support assistants and specialists are vigilant in watching for and recording the pupils' responses to activities. All staff wear appropriate clothing when teaching physical education which allows them to take a full part in lessons. In most cases, the expectations of teachers are high and pupils are suitably challenged. Occasionally, more able pupils, although achieving well in skill development, are not always extended further in relation to cardio-vascular and stamina development. In swimming, the pupils develop confidence in water and some learn to float unaided leading to a few pupils who swim and gain nationally recognised awards. Current arrangements preclude a minority of pupils from attending the pool, although there are plans to enable them to take full advantage of the excellent facility in the local community, although the school-based hydro-therapy pool offers good provision for these pupils. Skilled use of "rebound therapy" on a trampoline by physiotherapists and other school staff offers pupils with more complex needs valuable experience of movement. In addition to developing new skills, pupils also acquire some understanding of the importance of exercise and its relationship to staying healthy.

70. The quality of teaching is good. Teachers' planning includes sessions where pupils warm up prior to exercise and cool down following activities. Activities such as swimming and outdoor pursuits also give the pupils valuable opportunities to socialise within the community and this adds significantly to their personal development. Some lessons also provide activities where the pupils can work together, such as in small teams playing indoor hockey. Pupils are encouraged as far as possible to change for activities and this increases their skills for independent living. At lunch-times pupils have access to tricycles and other play equipment which they are actively encouraged to enjoy.

71. The subject has high status within the school. Its leader is well qualified in several sports and serves as a very good role model to staff. She has a good overview of the provision and ensures that all resources are used effectively. For example, swimming, outdoor pursuits, specialists' input and use of the well designed, but poorly ventilated, ball pool area are carefully timetabled to maximise efficiency. There are appropriate plans to refine the curriculum in order to make best use of national guidance and programmes for the assessment of pupils' achievements. As a result of this attention, the subject has maintained its strengths and improved well since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health education and citizenship (PSHCE)

Provision for personal, social, health education and citizenship is **good**.

Main strengths and weaknesses

- . Teaching and learning is good;
- . The good use of school and community facilities extends pupils' knowledge and understanding;
- . Learning opportunities across the curriculum make a good contribution to students' personal and social development.

Commentary

72. The good personal, social and health education and citizenship curriculum is taught across the school as a discrete subject, in addition to being interwoven through other subjects and daily routines. The subject planning is good and helps to ensure that pupils build systematically on what they have already learned. All pupils have individual targets. These are of good quality and are clearly linked to their needs and abilities. Pupils achieve well in lessons and in meeting targets in their individual education plans, including their lunchtime care plans. Lunchtime arrangements effectively promote pupils' self-help skills, whilst providing important opportunities for modelling and developing relationships and social skills. The school makes good planned use of the local community where a considerable amount of learning takes place. For instance, the school makes very good use of a local farm, museums, cafés, and supermarkets to promote and extend learning experiences and personal development. Additionally the use of 'mini-enterprise' activities adds a further dimension of economic awareness to the curriculum. For example, the pupils make, sell and serve food during school functions.

73. Teaching across the school is good as a result of clear planning, high expectations and very good deployment of the teaching support assistants. In the regular timetabled lessons, teachers plan carefully to enable pupils to develop their self-awareness. For example, in one lesson, pupils in Year 3 with severe and complex learning difficulties developed their awareness of exercise through a series of well chosen and resourced activities. "Big macs" and a "vibro-dome" enabled pupils to choose which parts of their bodies to exercise. One higher ability pupil recognised the importance of raising his heartbeat in the context of exercise and healthy living. Songs were used particularly well to motivate and energise the pupils who participated with evident enjoyment, sustained very well by staff.

74. The arrangements to support pupils' achievement include detailed high quality behaviour management plans and personal care plans, in addition to social targets for pupils to work towards within their individual education plans. There is rigorous and frequent review of pupils' targets in their individual education plans. Sessions where pupils join together and take part in activities to develop social skills or share their opinions make significant contributions to personal development. For instance, at drinks time, pupils regularly take responsibility for deciding whether or not they want a drink or snack and communicating this. This was very well demonstrated with a Year 6 ASD group who were patiently challenged to indicate choices and made very good progress in their communication skills.

75. The school places great emphasis on pupils' personal development and this is evident in its ethos and all the work that it does. Registration sessions and periods at the end of the day are used very well to help to promote personal 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	2
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	2
Attendance	2
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	3
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	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).