

# INSPECTION REPORT

## **BROOKLANDS SCHOOL**

Skipton

LEA area: North Yorkshire

Unique reference number: 121778

Headteacher: Keith Shorrocks

Lead inspector: George Derby

Dates of inspection: 13<sup>th</sup> – 17<sup>th</sup> September 2004

Inspection number: 270615

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Special
School category:	Community
Age range of pupils:	2 – 19
Gender of pupils:	Mixed
Number on roll:	46
School address:	Burnside Avenue Skipton
Postcode:	BD23 2DB
Telephone number:	01756 794028
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Appropriate authority:	The Governing Body
Name of chair of governors:	Pam Richardson
Date of previous inspection:	October 1999

## **CHARACTERISTICS OF THE SCHOOL**

Brooklands is a smaller than average special school catering for up to 60 pupils. It admits pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and autism. In addition, a few pupils have sensory difficulties. All pupils have a statement of special educational need. Although pupils can stay until they are 19, only one student was over 16 years at the time of the inspection. The Foundation Stage class (nursery and reception) caters for small numbers of children and only five currently attend on a part or full time basis. The school's roll is falling slowly and smaller numbers are anticipated next school year.

The school draws its pupils mainly from the area surrounding Skipton, although a few pupils attend from neighbouring local education authorities such as Bradford. All pupils except one come from white British backgrounds. English is the first language of all pupils. There are very few pupils who are eligible for free school meals, which is unusual for a school of this type. Pupils come from a wide range of socio-economic backgrounds. They enter the school with very low levels of attainment.

The school has very strong links with local primary and some secondary schools. Nearly a quarter of all pupils are dual registered. These pupils are all in the primary department and attend both Brooklands and their local mainstream primary school. Pupils who have MLD leave the school by the end of Year 6 for a placement in the local secondary school.

The school gained an Investor in People Award in 2001 and a North Yorkshire County Council Charter Mark for its work with pupils with special educational needs in 2003. At the time of the inspection, the local education authority (LEA) was reviewing all its special educational needs provision. At present, it is unclear what the future holds for the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25349	George Derby	Lead inspector	Science Information and communication technology Design and technology Music Foundation Stage
19365	Gordon Stockley	Lay inspector	
10099	Sue Lewis	Team inspector	English Geography History Religious education Modern foreign language Special educational needs
7042	Keith Gutteridge	Team inspector	Mathematics Art and design Personal, social and health education Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school which has some very good features.** Overall, the standards pupils achieve are good because teaching is good and the curriculum is well planned. Staff care well for pupils, relationships are very good and staff celebrate and value highly pupils' achievements. As a result, pupils' levels of self-esteem and confidence are high. Achievement is very strong for pupils' personal development and most pupils' communication skills. The leadership and management of the school are good and there has been a rigorous drive for improvement in the face of uncertainty about the school's future role. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well in personal, social, health and citizenship education (PSHCE), English and in personal, social and emotional development and communication, language and literacy in the Foundation Stage.
- Leadership by the headteacher is very good; a very clear analysis of the school's performance and reflection on what needs improvement help ensure that the right tasks are focused upon.
- The school strives very hard to ensure all pupils are fully included in all activities; links, and the support given to other schools, are excellent, especially for those pupils on dual placement.
- In the majority of classes, pupils put a great deal of effort into their work and try very hard; they behave very well, largely because of the effective, but sensitive, way they are managed.
- Pupils with the most complex needs are not always fully supported in their communication, understanding or writing by the use of sign, symbols, objects or the use of information and communication technology (ICT).
- The school clearly knows where it is going but the actions to guide improvement in the development plan for subjects are very general; it is difficult for the school to evaluate the success of these.
- Some weaknesses in planning and teaching for the oldest pupils in Years 10, 11 and for students in Post-16 (Years 12, 13 and 14) mean that they do not always achieve as much as they could.
- Accommodation for children in the Foundation Stage, students over 16 years and for science and design and technology is limited.

There has been a good improvement since the school was inspected in 1999. The headteacher and deputy headteacher have worked very hard to make the improvements needed on the seven key issues since the last inspection. At the heart of this is teachers' better understanding of pupils' attainment and progress through the school's good assessment procedures. Planning of the curriculum is better, all subjects are taught, and attention given to pupils' individual needs is generally good. Accommodation has improved in parts but there are no separate Post-16 facilities have been developed.

### STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	subjects of the curriculum	personal and social education
Year 2	good	very good
Year 6	good	very good
Year 9	good	very good
Year 11	satisfactory	very good
Year 13	satisfactory	very good

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

The good attention to planning of the curriculum and the good quality teaching, are the main reasons why **pupils' achievements are good**. This is good throughout the nursery to Year 9. It is satisfactory in Years 10, 11 and Post-16. This is because teaching is not as skilful there and pupils' individual needs are not always specifically planned for.

Pupils' personal development is given high priority throughout and much is done to ensure that the early skills pupils need for learning are developed. Achievement in pupils' personal skills and development is very good because of the wide range of opportunities pupils have, especially those who are included in local schools and colleges and through many activities in the community. The way staff support pupils' communication through the use of ICT, sign and symbols helps pupils understand better what they are to do and learn, as well as making their needs known. While this is generally good, these are inconsistently used for those pupils with the most complex needs. Achievement is good in mathematics and religious education. It is sound in science and ICT.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils are very interested in their lessons and behave very well. Attendance is satisfactory and punctuality is very good; for this type of school, there is little absence due to sickness.

## **QUALITY OF EDUCATION**

**The quality of education is good overall. The quality of teaching and learning is good.**

Teachers' lesson planning is mostly effective, although there is a mixed picture of how they cater for pupils' individual needs. Some do this very well and assess what pupils have learned against the objectives set for them. For a few others, the planning is too general and there is not a clear view on what individuals should learn. A very small amount of teaching was unsatisfactory because of this. Lessons are organised well and staff try very hard to make them interesting. They give pupils every encouragement and support them very well using the high level of skill displayed by teaching assistants. As a result, the pupils enjoy lessons considerably. Other aspects, such as the good quality of care for pupils (particularly the very good induction in the Foundation Stage), the good links with parents, and very good use of the community, very strongly contribute to the pupils' opportunities and progress. The curriculum and the way the school enriches pupils' opportunities are good, although planning does not always build on pupils' previous skills in Years 10, 11 and Post-16. Although assessment is good overall, there is still scope for pupils' individual targets to be better taken account of in lessons.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The headteacher and deputy headteacher form a strong team and their skills complement each other well. They lead by example and inspire staff and pupils very well. The school is managed well. The headteacher's leadership is very strong. There is a very clear view of the possibilities for the school's future role; uncertainty does not affect the school's work and morale is high. The work of the school is monitored well by senior staff and time has now been allotted to increase subject leaders' opportunities further. The work of governors is good and statutory requirements are met. They provide very good support and know the school's strengths well. However, they need to find out more about the improvements needed and to contribute more directly to the analysis of its performance.

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

Parents and pupils have very good views of the school. Most parents, at the pre-inspection meeting, were positive about the school. Few concerns were raised through the questionnaire they completed. Those that were, such as harassment/bullying, lack of staff expertise and lack of pupil progress, were not found to be the case during the inspection. Pupils like their lessons and activities very much.

## **IMPROVEMENTS NEEDED**

The most important things the school should do are:

- Improve the school's written strategic planning.
- Improve teaching and planning for the oldest pupils in the school.
- Ensure that pupils with complex needs are consistently supported in their communication, writing and in their learning generally, through the use of sign, symbols, objects and ICT.
- Improve accommodation for Foundation Stage children, Post-16 students and for science and design and technology.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

The attainment of pupils is very low when they enter the school. This is due to their severe, profound, or other complex learning difficulties, such as autism. Pupils' achievements are good. They are good in the Foundation Stage, in Years 1 to 9 and satisfactory in Years 10, 11 and Post-16.

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

- The pupils make good progress and achieve well in most subjects; they achieve very well in English and PSHCE overall and in two areas of learning in the Foundation Stage.
- The good use of signs, symbols and objects significantly aids pupils' progress but these could be used more consistently with older pupils with complex needs.
- Staff mostly understand the needs of pupils well.

#### **Commentary**

1. The good improvement in pupils' achievement since the last inspection is the result of improvement in a number of key areas of the school's work. At that time, the pupils' achievements were good in many subjects in Years 1 to 6 but unsatisfactory in some in Years 7 to 11. Overall, progress was judged as satisfactory in these years but there were significant weaknesses in the planning of pupils' learning. This was because the curriculum did not always build on what pupils had learned previously.
2. The curriculum is now good; it is well planned and meets pupils' needs well. It enables pupils to build on what they have learned before, in small steps. There are weaknesses, however, in Years 10, 11 and Post-16 where the award scheme has recently changed, and some weaknesses in the knowledge by staff of the pupils, and their needs, limit their progress. These are referred to in other sections of the report. Overall, however, achievement is satisfactory in Years 10, 11 and Post-16.
3. Other reasons for the strengthened progress and the good pupil achievement are:
  - good teaching;
  - planning of relevant, interesting and exciting activities for pupils to maximise learning;
  - a wide range of ways of helping pupils to communicate and to learn;
  - good assessment of pupils' learning and tracking of pupils' progress;
  - effective target setting to raise attainment;
  - good development of most subjects through improved and strong subject leadership.
4. In English, PSHCE and in the Foundation Stage in personal, social, and emotional development and communication, language and literacy the pupils achieve very well. This is because of the very good knowledge that staff have of the pupils' needs and the very good way they use assessment information to plan work for them. In many lessons, good and very good stimulating teaching and a wide range of learning experiences enable the pupils to achieve their best.
5. The knowledge of pupils' special educational needs, especially those pupils with autism and PMLD, is good overall. Some staff's subject knowledge, such as that in ICT and science, has limited pupils' opportunities in the past but staff knowledge is improving and the new published schemes for pupils with severe learning difficulties are helping co-ordinators plan much more effectively. This is why the pupils' achievement in these subjects is not as good as the rest, although it is satisfactory.

6. Some individuals make significant progress, such as some autistic pupils who have had difficulty in other settings, and many pupils in the primary department transfer to mainstream schools. A significant strength has been the way teachers now use signs, symbols and objects well throughout their lessons to support pupils' communication and understanding. This helps the pupils to understand what they are learning. There is still scope, however, for this to be improved for older pupils with more complex needs, as there are limited strategies used to support communication. Too often, the main way of imparting information is by staff's explanation only and this often leaves pupils unclear about what to do next.

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

Pupils display very positive attitudes to school and their behaviour is very good. Attendance is satisfactory and punctuality is very good. Pupils' spiritual, moral and social development are very good and their cultural development is good, making these aspects of personal development very good overall.

### **Main strengths and weaknesses**

- Staff plan interesting and enjoyable lessons that motivate the pupils.
- The pupils' social, emotional and behavioural needs are well understood.
- The very good relationships between pupils and staff develop pupils' self-esteem and make them feel happy and comfortable in school.
- The school works very hard to support pupils' personal development.

### **Commentary**

7. Pupils' attitudes have improved since the previous inspection, when they were judged to be good. Pupils are keen to learn as much as they can. They are attentive in lessons and eager to take part. In a geography lesson where the teaching was excellent they worked with great enthusiasm and enjoyment, using the high quality and motivating materials that had been prepared for them. Teachers very successfully create an atmosphere in which pupils feel able to have a go at their work without fear of being wrong or making a mistake. Their efforts are praised and errors are handled very sensitively so that the children's self-confidence is not damaged.
8. Relationships between pupils and between staff and pupils are very good, as they were at the previous inspection. In lessons pupils work very well together, helping and supporting each other. As at the previous inspection, the behaviour of pupils in classes, around the school and out in the community, is very good. The challenging behaviour, occasionally exhibited by a few pupils with complex needs, is very well managed by teachers and teaching assistants. These outbursts generally tend to be ignored by the rest of the pupils and cause minimum disruption. The school has developed an effective anti-bullying policy and pupils are now taught how to recognise and deal with all forms of bullying. There were no exclusions during the previous academic year.
9. Despite the long distances that many pupils have to travel, almost all of them attend regularly and arrive on time. Attendance is broadly in line with the national figure for schools of this type. The school's published attendance figures for 2002-3 and 2003-4 (of around 80 per cent) show a false picture. This is because of an error in the school's recording of the attendance of those pupils who are dual registered and who attend mainstream schools for part of the week. The school is now aware of the correct procedures. The revised figures are shown below.

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

Authorised absence	
School data	8.8
National data	8.7

Unauthorised absence	
School data	0.2
National data	0.5

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

10. The school's very strong provision for pupils' moral and social development is shown in the way that pupils gain confidence, and are very polite and very interested in their work and the world around them. The school provides very good opportunities for pupils to develop their social skills and to raise their self-esteem. These include residential visits to the Lake District for both younger and older pupils, and regular trips to a whole range of places in the more immediate area. From an early age they are given tasks in school to develop confidence, such as taking registers to the office and looking after the animals. Pupils are also encouraged to think of others and they have raised money for charities such as Keswick Mountain Rescue and filled disaster relief boxes in liaison with the local Rotary Club.
11. Pupils' spiritual development is promoted very well through assemblies and regular planned opportunities in the curriculum. In a lesson on the computer, pupils in the lower junior class were filled with amazement when the teacher demonstrated the 'flood fill' technique and they saw a whole area of the screen suddenly fill with colour. Religious education lessons are often introduced with a special piece of music or smell to remind the children of the special significance of the lesson and there are periods of quiet reflection during the week. Pupils develop a good awareness of other cultures through celebrating festivals such as Eid and the Jewish New Year. The study of world faiths is now a part of the curriculum and the range of appropriate artefacts to support this has been improved significantly, thus addressing one of the key issues of the previous report. The pupils are also very aware of British culture through their study of poetry, drama and music, including visits to theatres and museums. All aspects of pupils' personal development have improved since the previous inspection.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The quality of teaching and learning is good. Other aspects, such as the good quality of care for pupils, the good links with parents and the very good links with the community, contribute well to the pupils' opportunities and progress. The excellent relationship with schools and colleges significantly enhances pupils' opportunities to be included in life in situations other than at school. The curriculum is good and enriched well. The school has worked hard to improve its secondary curriculum.

#### Teaching and learning

The quality of teaching and learning is good. Teaching is good in the Foundation Stage and in Years 1 to 9 and is satisfactory in Years 10, 11 and Post-16. Assessment is good overall.

#### Main strengths and weaknesses

- Teaching is very good in English and good in mathematics, religious education, PSHCE and in the Foundation Stage.
- Very good praise and encouragement are given to pupils.
- Most staff plan effectively and have very high expectations as to how pupils should behave; as a result, behaviour is very good.
- Teaching assistants provide very good support for pupils.
- A small amount of teaching was excellent during inspection, and a small amount unsatisfactory.
- Homework is used well.

- Good improvement has been made in the way staff assess and monitor pupils' progress.

## Commentary

- Teaching is good because of the good expertise of most staff and the way that most teachers precisely plan work to meet the needs of pupils. Teachers give good attention to making clear what pupils are to do and learn in lessons. Their expectations are high and they organise and manage their lessons well. Teachers plan activities which are very motivating; learning is exciting and work captures pupils' imaginations and interests. As a consequence, pupils are excited learners who enjoy school. An atmosphere is created where pupils can succeed and where their confidence and self-esteem are increased through the praise and rewards they receive. Because of the very good encouragement they get in lessons, and the high quality support by the very good number of experienced teaching assistants, the pupils try hard and respond extremely well to their lessons. The assistants, too, know the pupils' needs very well and provide careful support, ensuring that pupils are encouraged to be as independent as possible. The pupils work very productively and show a very keen interest in their learning.
- Teachers know their children well and this effectively supports learning. In most cases, they take careful account of what pupils have learned previously when planning lessons. Although daily lesson planning is sometimes brief, the detail is in their medium-term planning. While this adequately supports the experienced teachers and they clearly and precisely identify what they expect different pupils or groups of pupils to achieve, it does not always support the less experienced teachers.
- Excellent teaching was seen in two lessons during the inspection, both in Years 7 to 9. In one geography lesson the teacher used staff-made 'mountain' resources highly imaginatively which helped pupils understand complex ideas in a very simple and clear way. In another lesson, the key to the very high level of success of the activity was in the way signs and symbols were used in an expert way to aid explanation and understanding of French vocabulary. This resulted in a high level of accurate and enthusiastic response from pupils. A small amount of weak teaching was seen during the inspection. In two lessons the teaching was unsatisfactory, both in Years 10, 11 and Post-16. This was because of the teachers' lack of knowledge in relation to the wide range of needs and the way activities could be planned to meet their needs. This especially related to a few pupils with the most complex difficulties.

### **Summary of teaching observed during the inspection in 44 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	9 (20%)	20 (45%)	11 (25%)	2 (5%)	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 good and very good teaching seen is a result of clear planning, specific outcomes identified for individual pupils and very good attention given to pupils' overarching needs, especially ways which aid their communication. In English, the very strong emphasis on speaking and listening and pupils' communication helps pupils to learn very well. The use of signs, symbols and objects of reference in most lessons is successful in helping them understand what they are to do and learn. Occasionally, for older pupils, opportunities for these to be used are missed and there is too much reliance on spoken explanation. Opportunities to develop pupils' writing skills occur in a range of subjects. Teaching of writing is generally satisfactory but it is a less developed area of teaching and learning. For older, less able pupils and those with complex needs there is often too much emphasis on copying rather than using other ways of writing, such as through the use of ICT.
- Teachers generally make good use of homework to reinforce and extend pupils' skills, knowledge and understanding, as well as their communication skills. Parents are given

curriculum information at the start of each term and are sometimes able to borrow artefacts to support a particular area of study. The home-school diaries provide an effective means of communication about homework. The proportions of good and very good teaching were similar to those seen on the previous inspection. Improvement in teaching and learning is sound.

17. Although satisfactory at the time of the previous inspection, there were significant weaknesses in the way information gained from assessments was used to plan lessons and to set targets. Teachers provide a very good range of ways of assessing pupils' learning and monitoring their progress. They generally use the resulting information well to plan lessons. This is particularly the case in personal and social development, English, mathematics, science, ICT and in the Foundation Stage. In other subjects not all teachers use the information they have to consider the different outcomes for pupils' learning and the ways in which pupils' learning can be supported. Many pupils were settling into new classes at the time of the inspection and some teachers were adjusting planning and approaches as they discovered more about pupils' needs. However, a few teachers had not always used the information available to them in records to cater for the pupils' needs. This was particularly so for pupils with more complex needs or with autism.
18. Most teachers use their informal observations and information gained from assessments to set appropriate targets for groups and individuals. Tracking sheets for each pupil and for groups ensure that pupils' profiles and the progress in individual subjects are carefully monitored. The data is analysed well. Although there is no system of moderation in place, co-ordinators are beginning to build up exemplars of work and behaviours that illustrate each level. In subjects such as English, mathematics and science this has led to more consistent grading. The assessment co-ordinator leads this work very well and has a clear view as to the need to establish moderation links with partner institutions to validate statements about progress further.
19. The assessments and reports prepared for annual reviews of pupils' statement of special educational need also take the role of annual reports to parents. These are of high quality, and are effective in informing staff of the targets for individual education plans. They help the reader gain a good sense of progress. Individual education plans are generally used very well to ensure that pupils are given the help that they need. However, not all pupils have a communication target within these and sometimes the targets identified do not necessarily give a clear idea what the absolute priority is for a pupil to achieve next. Occasionally, targets are too broad and ongoing; pupils could be involved more in target setting.

## **The curriculum**

Overall the curriculum provided for pupils is good. It is good in the Foundation Stage and in Years 1 to 9; it is satisfactory in Years 10, 11 and Post-16. The opportunities to enrich the curriculum are also good. The school's accommodation is broadly satisfactory. Staffing and learning resources are good overall.

## **Main strengths and weaknesses**

- The curriculum effectively supports pupils' good levels of achievement through the school's use of a good quality scheme of work for pupils with severe learning difficulties.
- The balance of the curriculum for pupils aged 14 to 19 is sometimes uneven.
- Provision for PSHCE is very good.
- Provision for inclusion is very good overall.
- The school provides a very wide range of opportunities for pupils to take part in sports, arts, visits and residential experiences.
- Some areas of the school's accommodation are unsatisfactory and need improving.

## Commentary

20. The curriculum is broad and helps pupils learn through a wide range of activities and subjects. It has improved well since the last inspection. It is built on staff's strong knowledge of the pupils' needs and what they ought to learn. It equips them well for future life, as a result. The school is committed to providing a very wide variety of experiences and opportunities for pupils in mainstream schools and colleges. This is a significant strength of the school. The strong links developed have resulted in the inclusion of many pupils into primary schools on both part-time and full-time bases. The school includes most of its pupils well in school life and the provision for pupils with additional needs is good. It is particularly strong for those with communication and behavioural difficulties, which result from their special educational needs. The pupils who have complex and physical needs are generally supported well using sign, symbols and objects, although opportunities are sometimes missed, especially for the oldest pupils.
21. The curriculum for pupils and students aged 14 to 19 years is satisfactory overall. Pupils and students follow a range of courses including those which seek to prepare students for life beyond school. The school has very good links with the 'Connexions' careers service and the local college of further education. The students follow the Award Scheme Development and Accreditation Network (ASDAN) programmes for *Transition Challenge* and *Towards Independence*. However, the focus on these courses, and the way the programmes are arranged, sometimes leads to a lack of balance between students spending enough time to fully assimilate key skills and the pressure to complete a task.
22. The provision for PSHCE is very good because of the way it is taught as a separate subject, as well as through every subject and in every part of the school day. There is a clear focus on developing pupils' self-confidence and their ability to communicate and to make informed choices. This makes a major contribution to the preparation of pupils who take part in inclusion programmes at mainstream schools as well as ensuring they are confident learners when on educational visits.
23. A strong feature of the school is the drive to improve standards and provision. Since the time of the last inspection, a curriculum review has been carried out and new schemes of work introduced into the school. The introduction of the new published schemes of work is leading to new ways of planning and more detailed assessment and recording of pupil progress. This ensures that pupils can build on the work they have done previously and make the progress they are capable of.
24. The school takes part in numerous events and activities largely during school time. Participation in, and support for, the arts are very good. Pupils have given public performances at the Wharfedale music festival and in a nativity play at a local church. This is supported by taking part in theatre workshops at school and visiting theatres to see a number of productions. Pupils have taken part in music workshops at school and produced their own CD as part of a project link linked to a media group at York College. The school also makes good use of the local environment and resources. Pupils have the opportunity to study the landscape and plants in gardens as part of their courses. They visit shops and cafes which supports their learning in mathematics and PSHCE.
25. The accommodation is satisfactory overall with strengths only just outweighing weaknesses and some parts hampering development in a few areas of the curriculum. The corridors are light and airy and are brightened by some very good displays of pupils' work. Most rooms have enough space, although some become cramped when all the pupils and their equipment are in the room and wheelchair access is occasionally problematic. The Foundation Stage facility has poor acoustics and lighting and there are difficulties with the organisation of the space. The shared art and design, design and technology and science room provides a very good resource for art but is unsatisfactory for the other two subjects, where the lack of space and specialist furniture limits access to a range wide of practical activities. Similarly, the accommodation for pupils aged 14 to 19 years lacks the facilities that would normally be

associated with such provision. For example, there is still no separate Post-16 provision because the school's plan for expansion fell through because of an LEA administrative error. The school has worked hard to raise funds to create a better environment for pupils to play in. A new fence has been erected in the yard to create age-related play areas. This also offers pupils better facilities for playing football and basketball as well as the opportunity to develop balance skills on the adventure play equipment. Younger pupils' play has been enhanced through the provision of bicycles and scooters which they enjoy while improving both their balance and confidence. The school has good resources across most subjects, including English and mathematics. There is a very well stocked library.

### **Care, guidance and support**

The school takes good care of its pupils. The procedures for pupils' welfare and their health and safety are also good. It provides pupils with good support, advice and guidance, and involves them satisfactorily in the work of the school.

### **Main strengths and weaknesses**

- Health and safety have a high priority throughout the school.
- Child protection procedures are effective.
- There are good arrangements to ensure that new pupils settle in quickly and easily.
- Relationships throughout the school are very good and this supports pupils' needs well.
- A lack of speech and language therapy has resulted in some pupils' targets not being set.

### **Commentary**

26. The school has a very positive atmosphere. Adults and children get on very well together and pupils know that teachers respect them and value their contributions. Teachers regularly praise pupils' efforts and successes, which raises their self-confidence. Pupils feel comfortable about sharing their worries and concerns with their teachers and other adults working in the school.
27. Good assessment procedures ensure that most teachers know their pupils' strengths and weaknesses well. This enables them to identify and make appropriate provision for specific needs in academic and personal areas of their development. Learning objectives are shared with pupils so that they are aware of what they need to do to improve their standards.
28. The limited speech and language time available in the recent past has been used well. However, gaps in provision have left some teachers relatively unsupported in terms of setting communication targets for those pupils with the most complex needs or atypical language delay. The school recognises the need for more specific information about pupils' speech and language skills and resources to aid communication. It is leading, in conjunction with the speech and language therapy services, a bid for a communication aids project (CAP). This will enable staff to assess and meet the needs of the most complex pupils even more effectively.
29. The pupils feel valued and safe. There are effective child protection procedures and all staff have taken part in training so that they know what signs to look out for, and what action to take, if they have any concerns. There are clear guidelines for the administration of medicines and this is well organised so that there is minimum interruption to pupils' education.
30. The whole site is well maintained and looked after and all necessary checks are carried out at appropriate intervals. Pupils are reminded about safety in practical lessons such as when they are using knives for food preparation. There are appropriate systems in place to safeguard pupils' use of the Internet. As a direct result of recommendations made in the previous report, a range of risk assessments has been carried out and there is a rolling programme of review. The school buys specialist health and safety support from the local education authority and any issues or concerns are reported to the governors at their termly meeting. Most aspects of care, guidance and support have improved since the previous inspection.

31. The school takes great pains to ensure that new pupils are introduced to school life and routines in a considerate and caring way. The induction routine is gradual and builds up slowly to ensure that pupils feel happy and comfortable with their new regime. Parents of two children who had recently been admitted to the Foundation Stage told inspectors that they were very pleased with the way the induction process had been handled. They particularly appreciated the time and effort made by staff to give them a full daily report on how things had gone when they collected their children. All pupils who were able to express an opinion said that they enjoyed school very much.

### **Partnership with parents, other schools and the community**

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

### **Main strengths and weaknesses**

- The school provides good information for parents about the school and about pupils' standards and progress.
- Pupils and students benefit significantly from the school's good links with the community.
- The arrangements for a number of pupils to receive part of their education in mainstream schools significantly extend their educational and social development.
- There is very good support for pupils transferring to other schools and colleges.

### **Commentary**

32. The school has successfully fostered good links with parents, despite the fact that many live a long distance away. Parents are encouraged to come into school and those who do so find help and support readily available from the staff. For those parents who cannot come into school regularly, there is a very effective two-way system of communication using home/school diaries. Parents can write questions or information in the diaries and school staff respond by the same means. This ensures that parents know about any successes or problems during the school day and how their child is getting on.
33. The prospectus and the governors' annual report to parents are clear and informative and the annual report now contains all the legally required information. The reports prepared for the annual review of pupils' statements of special educational need are thorough and show parents clearly how the child is doing in each area of the curriculum, together with comments on personal development. They also review well progress against the current year's targets and set targets for the future. The school encourages parents to allow their children to attend the annual review meeting so that they are aware of their own progress and what they need to do next. There is a good attendance by parents at annual reviews. The school also encourages parents to take a more active role in their children's education by holding training sessions from time-to-time on topics such as communication techniques and curriculum matters.
34. The very good links with the community and other organisations enhance what the school provides and, ultimately, the quality of the pupils' learning experiences. Pupils visit a number of places in the community, such as the post office, church, library, supermarket, and magistrates' court, as well as events such as the Grassington and Ilkley music festivals. There are also good links to several local businesses through members of the governing body which results in the school benefiting from funds from these. The local cricket club donated the gate receipts from a celebrity match to the school and this was used towards the cost of one of the residential visits. A group of local residents has raised a significant amount towards the cost of electronic musical equipment.
35. Other local partnerships provide opportunities for pupils to spend part of their week in mainstream schools and colleges. This allows them to mix socially and academically with

mainstream pupils of their own age. Staff at Brooklands work very hard to support pupils' academic, personal and social development to ensure that the transition from special to mainstream school will be successful. This is supported by a well-planned induction period during which pupils attend the mainstream schools for increasing periods of time. Communication between the schools is very effective. Staff in the mainstream schools also prepare their pupils very well so that there is no name-calling or other unpleasantness shown to Brooklands pupils. One such pupil told inspectors proudly that he went to *two* schools. Children benefit greatly, both socially and academically, from these dual placements. The mainstream schools value these links and note the way in which Brooklands staff have offered support and training to them in a number of ways. This has increased their staff's confidence and ability to work with pupils who have special educational needs and helps sustain the inclusion process.

36. Older students benefit from attending courses at a local college and social education centre. Links with the community and with other schools and colleges have improved well since the time of the previous inspection.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good with some very good features. The headteacher provides very strong leadership. He is ably supported by the deputy headteacher and together they form an effective senior management team. All staff share and actively seek to promote the inclusive vision that he has established for the school. Governance is good and is an improving aspect of the school's work. Management is effective.

### **Main strengths and weaknesses**

- The headteacher has a very clear vision for the school and has built a strong team with high aspirations for the school.
- Governors are very supportive of the work of the school; they know its strengths well and want the best for the school.
- The school is strongly self-reflective; senior staff seek constantly to be involved in new initiatives to improve the quality of education provided.
- Leadership of the curriculum is good; however, there are some aspects of the leadership and management of the subjects which need improvement.
- The opportunities for staff training are very good and there are very effective systems in place for teachers' performance management and all staff's appraisal.
- The school development plan, while being a strongly reflective document, needs sharpening.
- Financial planning is good.

### **Commentary**

37. There has been significant improvement in the leadership and management of the school since the last inspection, when they were judged as satisfactory. Improvement has been particularly effective in areas such as assessment and recording of pupils' progress. This means that in most classes pupils' needs are met more effectively and standards overall have risen. In addition, the data gained is being used effectively for target setting. The school now analyses and tracks the achievements of its different groups well. Individual and group tracking data is being used to identify strengths and weaknesses in core subjects such as English and mathematics very effectively. This has resulted in specifically targeted support for these aspects of the school's work, that are now very well done.
38. The headteacher has provided very strong leadership in relation to the school's vision for pupils. This has been done by the headteacher taking a leading role in the LEA in a number of initiatives such as the introduction of 'P' scales and target setting, joint placements of pupils and a recent initiative in relation to the CAP. This reflects his, and the staff's, determination to be at the forefront of educational development. The school is constantly thinking about how it

could do things better, and this self-critical approach is reflected in much of the school's work. The joint placements and inclusion opportunities are managed very well by the school who 'lead' the partnership and ensure that pupils' programmes and experiences are comprehensive and cover all that they should. They monitor each placement very well and there are valued and excellent liaison and support offered to partner schools. However, there is no formal agreement as to each school's role. Although arrangements work very well, there is a need to ensure an agreement is in place that makes quite clear relative roles and responsibilities.

39. The governing body is effective and highly committed and brings a range of expertise to the school. Some are governors of schools where pupils are jointly placed or to which a number of pupils will go at the secondary stage. Governors are well aware of the outcomes, challenge, extent and quality of the school's work. They are committed to the school's aims and values and to school improvement. Governors are well aware of the school's strengths and are now fulfilling more of a role as a critical friend, but also recognise that they need more training to be even more effective here. A number of committees are in place, although there are no specifically identified governors for subjects or aspects of the school's work, such as inclusion. Some governors are very new, but have been quick to get involved and ask questions. Governors visit the school regularly and are very supportive of the headteacher and staff. They are careful to gain a view about progress towards previous inspection issues, targets set and current initiatives, such as the parent consultation. However, governors are less aware of the school's weaknesses and, as yet, are insufficiently involved in improvement planning.
40. The school development plan, though driven by a strong process and ethos of self-reflection, does not have a detailed action plan associated with it and does not present a long and medium-term vision of the school's direction. This is partly linked to the current review of special educational needs provision and the role of special schools by the LEA but makes it difficult for actions to be set within a broader school improvement context. Actions and priorities established are not always clearly linked to improvements in the quality of education and the care for, and achievements of, pupils.
41. The school leadership team, made up of the headteacher and deputy headteacher, has proved very effective in setting the climate for improvement and change. They lead very well by example in their own teaching, management of pupils, leadership of aspects of the school's work and their openness and communication with all staff. This means staff feel very valued and morale is very high, despite uncertainty regarding the future of the school. Senior staff have invested much time and resources into staff training and development. As a result, the school has been successfully re-assessed for its Investor in People Award. Good use is made of any specialist skills a member of staff may have to extend pupils' experiences. This is reflected in the good quality of teaching and pupils' achievements.
42. The school's performance management system is very effective. All staff are involved and targets are clearly linked to school and individuals' development priorities. Staff development has been prioritised and a particular strength has been the training of teaching assistants who provide very good support and teaching in almost everything that they do. There are, however, some weaknesses in the leadership, management, teaching and curriculum for pupils and students aged 14 to 19 years. While these have been identified they need to be addressed more urgently. Although provision here is satisfactory overall it is not as strong as elsewhere in the school. This is partly linked to staff inexperience and partly to the reorganisation into a combined Year 10, 11 and Post-16 class. This requires a tighter planning of the curriculum in this department to ensure that all aspects, that should be, are sufficiently taught to all pupils and students.
43. Subject leadership and management continue to be good with almost all subject leaders now monitoring planning, pupils' work, assessment and teaching. Subject leaders work hard to develop their subjects and improve their own knowledge especially where they are not subject specialists, such as in science and ICT. Not all co-ordinators keep a subject file that reflects their actions in developing their areas, although they do have to report to the headteacher on the use of their co-ordinator time. Some report on the work they have done to governors. Not

all have a written development plan, although almost all can outline their priorities for the subjects. These are sometimes in terms of actions and resources needed rather than focused on the outcomes on standards or support for staff.

44. Financial planning to support school's priorities is good and best value principles are applied well. Governors monitor the school finances well and ensure that best value is obtained from supplies and services. They also keep a keen eye on the school's performance, especially now that the school's data is used effectively for setting targets. They recognise the difficulties in comparing one special school with another and regularly consult parents in a variety of ways. They are beginning to consider the views of pupils and there are plans to develop a school council. The school's budget is very efficiently managed by the bursar who provides regular reports for governors. The school has a considerable surplus in excess of 10 per cent of its total income. However, this is a result of funds which have not yet been deducted for work undertaken in the last financial year or projects which have needed to be carried over. An examination of this current budget shows that the surplus the school will carry forward at the end of this financial year will be around five per cent.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	720091	Balance from previous year	42421
Total expenditure	690002	Balance carried forward to the next	72510
Expenditure per pupil	13800		

## WORK-RELATED LEARNING

The overall provision for work-related learning is satisfactory. Some of the practical activities organised are good and promote pupils' learning.

### Main strengths and weaknesses

- The programme of study meets statutory requirements.
- Visits to work places are used to consolidate pupil learning based on classroom simulations as part of careers lessons.
- Pupils have opportunities to take part in enterprise activities that promote good learning.
- Lack of specialist providers limits pupils' access to direct work experience.

### Commentary

45. Although work-related learning and opportunities only became a statutory component of the curriculum in September 2004, the school has a history of making this provision as part of its programme for 14 to 19 year olds. The programme in place meets the statutory requirements.
46. Overall pupil progress and achievement are satisfactory. Pupils learn best and achieve well when they are practically involved. For example, staff have run simulation sessions in school supported by visits to the work place. On one occasion pupils set up a hairdressing salon in the classroom and undertook a range of tasks including sweeping cut paper to simulate hair. This was followed by a visit to a hairdressing salon to see how the two compared. Photographic evidence shows pupils worked hard and enjoyed taking part.
47. Teaching is satisfactory overall. It is good when work is practical and well focused on individual pupils' needs. For example, as part of an enterprise programme, pupils run a lunch club for staff on Wednesdays. This involves purchasing the ingredients, preparing them, laying tables and helping with the serving. These activities hold the pupils' attention; they enjoy themselves

and consolidate and improve their skills in such skills as opening cans and putting eggs in pans of water to boil.

48. The co-ordination of work-related learning is satisfactory. The school is aware of some of the limitations of the current programme, for example the lack of opportunities for some pupils, especially those with the most complex needs, to take part in work experience. The deputy headteacher and co-ordinator are making efforts to find specialist placements and carrying out a review of the subject, seeking ways in which this can be improved. This should involve the creation of a development plan with precise targets and success criteria, so that the impact of any new programme can be fully evaluated.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is **good**.

49. The nursery offers part-time places to children with a very wide range of needs. It is open on three days per week. At the time of the inspection just five children with PMLD, SLD and autism were attending. Two children were new to the school. One reception child was increasing his time in school and spending Thursday and Friday in another class. It is not possible to report on all areas of learning, but records from the previous year and children's work have been examined.
50. Children's attainment on entry is often very low. Although the children will not attain the goals expected in each area of learning by the end of reception, overall the children's achievement is good. Induction arrangements are very good and most children settle quickly into routines. For some, however, especially those with severe communication difficulties, this can be quite difficult. Very good relationships have been forged with community organisations, as well as health, hospital and social service agencies. This allows detailed information to be gathered and a strong partnership with parents formed so that children get off to a flying start. The curriculum is effectively planned to make sure children have access to all parts of the early learning goals at a level that is appropriate to their needs.
51. Teaching is good overall, with activities which are very well matched to children's needs. There is comprehensive assessment in place which successfully supports children's progress. Activities are very well structured, with clear objectives based on good information of how well each child is progressing. Teachers and support staff know the children well and build up very positive relationships with them. Lessons are very motivating for children; they are exciting, and give children great encouragement to learn. Staff have very strong relationships with children and manage any challenging behaviour very well.
52. Leadership and management are good and there has been good improvement since the last inspection. There is a clear view of how the provision should develop with suitable actions planned. Accommodation is unsatisfactory. The staff have organised the learning environment as well as possible and with the needs of the children in mind. The room is difficult to manage because of its shape, its lighting and its poor acoustics but additional space is used well for sensory activities. The outside area is also used well and plans are in place for additional equipment. Areas for children to explore, with resources to support learning, are set up in accordance with the Foundation Stage planning. These are not permanent arrangements, however, partly because of the need to limit the stimulation for some children and partly because of a lack of usable space.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- The routines and atmosphere give children a sense of security and help them become familiar with staff expectations.
- Sensitive management of children and very good knowledge of their communication skills mean that all benefit from the experiences offered.
- Independence skills are very well supported.

## Commentary

53. Children achieve very well in their personal development. This is because the teaching is very good and support for children's personal development and communication underpins nearly everything that is done in the Foundation Stage. Children often enter the school unaware of others around them and unable to conform to routines and expectations. Children quickly become familiar with these due to consistent reinforcement, and are aided by the good use of sign and symbols. These help the children to know what they are to do and what will happen next. Children develop a good awareness of the events which occur during the day and how they should behave. Staff deal sensitively and perceptively with any issues, such as how to deal successfully with a child who does not wish to be directly involved in an activity but who will watch from afar. For children with more challenging behaviour, there are clear plans about how they should be helped. Children are encouraged to make choices such as those about their likes and dislikes, at break time. This helps to begin to develop appropriate levels of independence. The children are always encouraged to take personal responsibility whenever they can, such as putting equipment away.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Staff build well on children's previous knowledge and take every opportunity to use sign, symbols and objects to explain and inform and help children to attach meaning to events.
- More use of ICT, especially for those with more complex needs would further enhance children's learning.

## Commentary

54. All adults support children's communication very effectively. Teaching is very good because of staff's expertise and knowledge of how to build up children's repertoire of signs, symbols and spoken language. Although there are set sessions such as 'story time' where books are shared and sign and symbols used, the approach to communication pervades all activities and helps children understand, make sense of the world and exchange ideas with others. New vocabulary is regularly introduced and children's understanding of this is regularly checked. Some children show a great interest in looking at books and in listening to stories. These are well enhanced by exciting presentations using sensory materials. Some children match letters and are beginning to make marks on paper. Good use is made of sign and symbols to help children to make choices, and to help their awareness of the activities for the day. However, during the inspection there was insufficient use of ICT to support communication and introductions to lessons. This is recognised by the staff, who intend to re-introduce this when more knowledge of the two new children is gained.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children achieve well and develop good awareness of shape, size, and number.
- Role-play supports mathematical learning well.

## Commentary

55. A good range of activities matches the children's needs and supports them in acquiring basic mathematical skills. Some sort shapes by their size, while others explore number and other aspects of shape. Lessons include different activities to reinforce these concepts; for example, children match numbers and then learn to count one, two and three. They match colours and shapes. They learn mathematical language. Mathematical learning is well supported by the use of counting rhymes and songs; these help children to remember the numbers and make the learning enjoyable. Many activities throughout the day support mathematical learning such as the sequencing of the day's activities or counting the children and objects in other lessons. When children play in the sand and water they learn about ideas such as 'full' and 'empty'. They role-play activities, both indoors and outdoors, which support number work such as matching objects to other objects or to people. Teaching to aid mathematical development is good.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

56. It was not possible to observe a sufficient range of activities to make an overall judgement on provision. However, the teaching of ICT was good and the software well chosen to meet the children's needs. In the lesson seen, good progress was made by nursery-aged children in controlling a mouse to make things happen on the screen. Concentration was very good and there was a very good effort made by children, spurred on by their success. The support provided by the teacher was good; there was great encouragement and praise, especially as the children are usually reluctant to be involved in activities.

## CREATIVE DEVELOPMENT

57. Insufficient work was observed in this area of learning to make a judgement on provision. The children take part enthusiastically in singing, for example when singing number or action songs linked to their story theme about the seaside.

## PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- Throughout the day, children are provided with a good range of opportunities to develop their physical skills.
- Sign, symbols and objects are not always used sufficiently as a way of managing children in very large spaces.

## Commentary

58. Children have good and well-planned opportunities to learn to move, control their bodies and manage themselves in the space around them. There are formal arrangements when they are taught in the hall, as well as informal opportunities riding wheeled toys and on other apparatus in the play area outside the Foundation Stage base. Children learn to manipulate materials and objects by playing with different equipment, and using paintbrushes, crayons and pencils. In the hall, they learn to move at different speeds and in different directions, and begin to develop an awareness of space as they try to avoid others. They learn to throw, kick and catch a ball, and their language is developed further as they learn how to move over and around apparatus. Although teaching was satisfactory during the inspection, and children increased their control while having fun, the management of children was a problem. Insufficient numbers of staff were present to manage children, especially those new to such a routine. Symbols were little used to indicate to children the 'rules' and events and not enough use was made of objects to

indicate the change of one activity to the next. As a result, children's achievement was satisfactory as some learning opportunities were lost.

## **SUBJECTS AND COURSES IN KEY STAGES 1 to 4 and in POST-16**

### **ENGLISH AND MODERN FOREIGN LANGUAGES**

#### **English**

Provision in English is **very good**.

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

- Pupils achieve very well from their starting points, particularly in reading skills and in communicating, speaking and listening.
- Staff are very skilled at recognising and responding to pupils' communications and these are consistently promoted within English and in other subjects.
- Reading is very well taught and supported by teachers and by teaching assistants.
- Although pupils make sound progress in writing, they could achieve even more if there was more use of symbols, ICT, Picture Exchange Communication Systems (PECS) and other resources to enable them to write more independently.
- The curriculum for pupils in Years 7 to 9 has improved very well; however, more could be done to identify all aspects of English taught to older pupils in Years 10, 11 and Post-16.

#### **Commentary**

59. Pupils' achievement is very good in Years 1 to 9 and good for the oldest pupils in Years 10, 11 and Post-16. Their high level of success in English is because of the very strong teaching, the generally very good use of resources, the understanding all staff have of pupils' needs and the strong curriculum. Improvement since the last inspection is very good. This is because there is now a very good, relevant, curriculum in place for pupils in Years 7 to 9 which takes account of pupils' ages and interest. Teaching and assessment have also improved. The library is now a very good and a very well used resource which effectively supports pupils' library skills and their interest in books.
60. On entry to the school, pupils' attainment in English is very low because of their learning difficulties and many are at the very earliest stages of communication. Those with the most complex difficulties may be very unresponsive to the world. Staff, in general, are expert at gaining these pupils' attention so that they begin to show interest in people and events around them. Those with the most complex needs hold eye contact for longer and are much more aware of others around them by the end of their years in the primary department. They are more attentive to books and listen with more awareness to stories and songs. Some very good use of sensory resources helps them be involved further. However, for a few older pupils more use of ICT, sign and symbols would support their achievement even more, both in communicating and in writing in particular. For the oldest pupils, too long is spent on colouring or handwriting activities.
61. Pupils with less complex learning difficulties and with autism are consistently challenged and supported towards saying more, becoming more interested in what others have to say, and using their language and communication in more complex ways. By the end of their time in the primary department these pupils watch and listen very well and have been well prepared in their English skills and attitudes for the next stage of their education, often in a mainstream school. The strong links with other schools give these pupils many opportunities to try out their English and communication skills and they make very strong gains in their confidence, attitudes and skills as a result. They listen carefully to their teachers and use increasingly mature vocabulary, including specific English terms like 'illustrator', 'past tense', and 'present tense'. All have a growing sight vocabulary of words or symbols that they recognise. They

answer simple questions in thoughtful ways about what their teacher has read with them and can sound out new words, and the highest achievers are beginning to read with fluency and expression. They are rightly proud of what they are achieving.

62. Younger pupils in the secondary department continue to make very good achievements in their English skills and particularly in reading and speaking, listening and communicating. The strengthened English curriculum and very good work attitudes promoted by teachers and teaching assistants support their learning very well. Very good use of role-play and drama helps all pupils to be involved in understanding classic texts such as *A Christmas Carol* and *Treasure Island*. Very well taught group work ensures that their reading and spelling skills are very systematically developed. Although the curriculum for the oldest pupils is sound, it is less clearly planned and sometimes not clear in its objectives for individuals and groups. Scrutiny of pupils' work, however, shows that there are many opportunities for pupils to practise their English skills and to complete simple reading tasks in other areas of their work. Teaching is satisfactory overall here, although there are not always relevant tasks and technology available for the pupils with the most complex needs to ensure their inclusion.
63. Reading skills are particularly well supported by the school's use of a commercial reading approach, DISTAR. This is very well taught and systematically used to promote reading skills, understanding, confidence and self-esteem in reading. Writing is less well developed throughout the school and there are fewer opportunities provided for writing, other than for handwriting skills, particularly for the less able pupils. Some good examples of adults scribing for pupils were seen as well as some good use of mark making. ICT, sign and symbols are used well by most staff to support communication, but these are used less well to support writing and particularly writing across the curriculum. The school is aware of this and is exploring different ways of supporting writing further.
64. Assessment and monitoring of progress in English are very good. There is systematic tracking of individuals' progress and of the progress of different groups. Almost all teachers adapt their lessons well to meet pupils' needs because of the information gained. Teachers' planning draws well on assessments as well as the day-to-day observations and evaluation of children's responses.
65. The subject is very well led and managed overall and support for literacy and for communication underpins all of the school's work. The English curriculum, teaching and standards are monitored very well by the co-ordinator who has a clear vision of what the school is trying to achieve. The developing self-awareness of their own learning which is well promoted by teachers makes a very strong contribution to pupils' spiritual, social, moral and cultural awareness.

### **Literacy across the curriculum**

66. Support for literacy in other subjects is very good overall. Communication, language and reading are very well promoted in all subjects through the use of symbols, sign, speech and text. Teachers know their pupils very well and have generally thought out how they can support pupils both towards the subject lesson objectives and towards the individual education plan targets that they have for literacy or communication. Particularly good use of sign and symbols was seen in Years 7 to 9 where staff have an excellent range of supportive skills to enable pupils' access to materials. In PSHCE, geography and history across the school, very good use of sign, symbols and sometimes of teacher scribes enables pupils to apply their reading skills and begin to record what they know. Writing is less systematically supported in lessons. Although some good examples of different forms of recording are available, too much emphasis is placed on handwriting with some pupils with more complex needs. Photographs, symbol timetables, some very good resources for topics and home-made books are used very well to support pupils further.

## Modern foreign language

67. Only a limited number of lessons could be seen during the inspection. It is, therefore, not possible to make an overall judgement about provision in French. Discussion with teachers and an examination of pupils' work and their records reveal a number of good features. Furthermore, the quality of teaching and the pupils' achievement seen on the inspection were good. Achievement is strongest in Years 7 to 9, because of the very good teaching and excellent use of sign, symbols and other communicative resources. These ensured that, despite the wide range of experience of French in the class, each pupil was included and enabled to succeed at his or her own level. In Years 10, 11 and Post-16, although teaching was satisfactory and there was good support for speaking and listening, not enough thought is given to the reading and writing and follow-up activities to ensure they are well matched to those pupils with complex needs. Pupils are very strongly motivated to learn French and almost all concentrate and listen very well, despite their often considerable difficulties. They are proud of the French they know and try hard to pronounce words. The programme for French has been strengthened and pupils now have a timetabled session each week. A topic approach introduces linked vocabulary and phrases, but good class routines also reinforce key phrases and vocabulary. Songs are also used well and these engage those pupils with more complex needs particularly well. Pupils are highly supportive of each other in French. Those with more experience are keen to help those with less. One pupil, taking time to explain to a Year 7 pupil in his first French lesson "*lapin* is French, *rabbit* English; now we speak French, later back to English!"
68. Progress since the last inspection has been good, because of the improvements in the curriculum, the regular timetabling and the generally good teaching. French is led and managed well by a committed co-ordinator who is enthusiastic as to how the subject also supports the pupils' listening, special educational needs, confidence and self-esteem. The co-ordinator monitors planning and is rightly seeking to extend resources. Although records and assessments made are adequate, some aspects of these are not as developed as for other subjects and, currently, there is no formalised plan to ensure and guide the future development of the subject.

## MATHEMATICS

Overall the provision for mathematics is **good**.

### Main strengths and weaknesses

- Overall pupils achieve well and make good progress.
- Teachers and support staff work well together and their partnership leads to effective teaching and learning.
- The introduction of a published programme of work for pupils with learning difficulties has led to significant improvements in the mathematics curriculum.
- The good leadership shown by the co-ordinator has led to significant improvements in the curriculum offered.
- Good use is made of mathematics in other subjects.

### Commentary

69. The introduction of the new programme of work for mathematics has resulted in improvements to teachers' planning, pupils' assessment and the recording and reporting of pupils' progress. Overall, the provision is similar to that seen in the last inspection when teaching, learning and pupils' progress were good.
70. The good mix of whole-class, group and individual work ensures that pupils are challenged at appropriate levels and make good progress in relation to their needs. As a result, those pupils who have begun, or are about to begin, inclusion opportunities at local schools are well

prepared and supported. Here the focus is not only on developing mathematical knowledge and skills but also on the ability to use these independently and with confidence. For example, in a lesson on solving number problems a group of Year 6 pupils were encouraged to find and test their own solutions. This they did with confidence and without fear of failure. When they recognised an approach was not working they happily went in search of another solution until they were successful. Other pupils with more complex needs benefit from the graded and gradual approach, ensuring they undertake very small steps in their learning with planning which is based on the new published programme. Thus they learn to count, carry out simple calculations, recognise different shapes, measure weight, length and time, and to use and apply all these skills in practical situations.

71. Teachers and teaching assistants are clear about their roles and work well together with the result that most teaching is good. Successful teamwork and a real partnership in the classroom means all staff are clear on what pupils need to achieve. This ensures that individual pupils gain confidence and develop their mathematical skills and knowledge. There are some very good links to literacy. For example, the use of number rhymes such as *Ten Currant Buns* are used with pupils in Years 1 and 2. Staff praise the pupils' behaviour as well their efforts. As a result, pupils behave very well and show much enjoyment; less able pupils make progress in counting while more able pupils make progress in identifying 'six' as being one less than 'seven'. In the one lesson where the teaching was satisfactory, the emphasis was more on the completion of practical activities rather than the learning and this led to insufficient time being given to development and consolidation of mathematical skills and knowledge.
72. ICT is used well in a number of different ways to help pupils record their findings and the answers to questions. Pupils input data into computers to develop pictograms that illustrate such things as the choices they make for food and drinks at break times. Some pupils use computers instead of pen and paper to complete number exercises. These they then print off and present to their teacher.
73. The leadership and management of the subject are good. Since the last inspection, the co-ordinator has successfully introduced a number of mathematical resources, notably a new programme designed specially for pupils with severe learning difficulties. This provides opportunities to support the least able pupils but also those who are or, are likely to be, included in mainstream classes at local primary schools. This has led to improvements in the way pupils' progress is assessed, recorded and reported to parents. This is now consistently good. The co-ordinator has a very clear vision for further development and clear plans in place. However, there is a lack of a formal process to record this. There is no system for clearly stating the targets to be achieved, the means by which they will be achieved and how the process will be monitored and evaluated.

### **Mathematics across the curriculum**

74. Pupils have good opportunities to practise their mathematical skills in other subjects and in the wider community. All staff take opportunities to encourage pupils to use and improve their mathematical language and skills in a variety of situations. For example, during drinks periods pupils in Years 1 and 2 name and choose either square or triangular-shaped bread, and slightly older pupils learn about healthy living by sorting and counting the number of foods in different food groups. There are also visits to local shops and cafes where pupils get the chance to use their mathematical skills in real-life situations.

## SCIENCE

The provision in science is **satisfactory**.

### Main strengths and weaknesses

- Teachers provide interesting and motivating ways to help pupils learn but the impact of this is limited; this is because work does not always meet the needs of a few pupils with the most complex difficulties.
- The planning for science has improved and more attention is now given to scientific enquiry.
- The accommodation in the secondary department is unsatisfactory.
- There is no written plan for the development of the subject.

### Commentary

75. Pupils' achievement is satisfactory. This is because although teaching is good in parts with activities designed to interest, involve and excite pupils, overall it is satisfactory. This is because it is not always matched accurately to the needs of all pupils. This is particularly problematic for the oldest pupils in the school. Unclear introductions and a slow pace to learning result in some of these pupils being passive. For the oldest pupils, the planning shows that some topics are repeated, although this is mainly because the programme for Years 10, 11 and Post-16 has been changed recently.
76. The youngest pupils in the primary department gain an idea about light sources and more able pupils know that light comes from a light source such as the sun. Those with complex needs explore transparent and translucent objects to develop ideas about the light passing through the objects. Pupils in Years 3, 4 and 5, through good, accurate and well-considered teaching which is matched well to all pupils' needs, gain a sense of how teeth develop and know that milk teeth are those they had when they were very young. Their observational skills develop well and through watching their peers they begin to explain that the jaw moves in different ways to perform different tasks, such as chewing. Year 6 pupils build on previous work and they form ideas about how electricity impacts on their lives and what it would be like without it. However, although lessons are planned well, a few pupils who are less able or those who have the most complex needs do not always have work which is appropriate to their level.
77. In Years 7 to 9, the good use of symbols and sign enables all pupils to be fully involved in investigations and to think carefully about the scientific reasons for what they see. A very well planned lesson on forces helped to establish more firmly the ideas of a fair test when the pupils investigated how far objects could be squeezed, squashed and stretched. By contrast, although pupils are interested and well involved in their work in Years 10, 11 and Post-16, they do not always have activities pitched at the right level. Those with the most complex needs, in particular, sometimes fail to benefit from the work provided. The focus is occasionally on getting through a series of activities, rather than what the pupils will learn. A lack of use of sign, symbols and objects in these years also limits pupils' progress.
78. The subject is led soundly by two enthusiastic co-ordinators, one for the primary department and one for secondary. They have monitored pupils' work and some lessons and have a satisfactory view of where the subject needs to develop. However, they do not have a written plan, although subject development is reported to governors. Assessment is good. Pupils' learning is well recorded with information used to focus on individual pupils; this is a good improvement since the last inspection.
79. The subject has improved satisfactorily since the last inspection and planning arrangements are now sound for secondary-aged pupils. There is a well-balanced programme which has sufficient emphasis on investigation and experimentation. Apart from the issue identified above, the school has worked hard to develop an understanding of the National Curriculum programmes for secondary-aged pupils. Teachers' planning is now being further aided by the

school's use of an updated published scheme for pupils with learning difficulties. The school has also been supported the LEA's science adviser and the links with the local mainstream secondary school. This has helped improve staff's understanding and ways of tackling 'secondary' topics. A 'multi-purpose' science, art and design, and design and technology room has been developed following the criticisms of the last inspection. However, the arrangements are still unsatisfactory; the room is not sufficiently adapted for pupils' disabilities or arranged in a way that meets the needs of the curriculum for science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- The school has worked hard to improve provision but the programme of work does not sufficiently identify opportunities for the highest attaining pupils.
- Software and hardware resources have improved but these are not always appropriate for the wide range of needs of pupils.
- Teachers plan well to meet the pupils' needs and assessment is used well; opportunities to use ICT for writing are missed.
- There is no written development plan for the subject.

### **Commentary**

80. Pupils' achievement is sound overall. This is because the quality of teaching is satisfactory and the programme that pupils follow is sound. The work is largely planned from a scheme which is designed to meet the needs of pupils with severe or profound learning difficulties. While this meets the needs of most pupils, teachers recognise that it is not always designed to meet those of the more able pupils in all aspects, especially those who are in Years 3 to 6. Teachers adapt the work appropriately but they often have to think of software which could be appropriate as the school does not have sufficient programs which cater for the full range of needs. In Years 10, 11 and Post-16, the work is planned from an award scheme which sometimes covers work which some pupils have already learned. This is not always sufficiently adapted, mainly because there is too much reliance in working through each unit in full without a recognition that some pupils could work more quickly and build more effectively on their previous learning. This tends to limit a few pupils' achievement.
81. Work in Years 1 and 2 builds well on pupils' opportunities and experiences in the Foundation Stage by using a range of resources to develop skills such as using a mouse, roller ball and touch screen with increasing control. In Years 3 to 5, more able pupils quickly develop simple skills in programming a moving vehicle, such as forwards and backwards. Some gain the idea so quickly that they can turn a *Roamer* by using commands such as "Right 90". Lower attaining pupils use a roller ball accurately to select colours to paint with. By the end of Year 6, pupils successfully use simple desktop publishing software to create simple text and to paste pictures. By Years 7 to 9, the pupils build on their previous skills and some cut and paste text while others learn to display text of different sizes. In Year 10 and 11 and Post-16, pupils sort pictures which use ICT from those which do not. Some pupils remain at a very early stage of using ICT to control devices and are supported in pressing a switch, for instance. This work carries on throughout their school life. For most it builds adequately on their previous experiences. However, for a few, the steps of learning are not graded finely enough or the range of opportunities is limited because the devices and the software do not aid their progress sufficiently.
82. Since the last inspection the staff's knowledge has improved and is now satisfactory. The school's hardware and software resources have also increased. Staff have sought specialist training, recognising that the standard programme provided through national funding did not meet their needs. This has resulted in their increased confidence. They now have satisfactory

knowledge and provide mostly relevant opportunities for pupils. Occasionally, pupils are given too much adult support because some software is too complex and not matched to their needs. This limits pupils' independence. Work is planned well and activities generally meet the needs of the wide range of pupils in each class. In one lesson seen during the inspection, teaching was unsatisfactory because there was too much emphasis on the pupils completing a task rather than learning about ICT. Teachers generally make good use of the information they regularly record about pupils' learning and this helps them to build a picture of pupils' achievements and where they still need support.

83. Leadership and management are satisfactory. The co-ordinator has observed lessons and the programme for monitoring teaching is to be stepped up this term. Planning and assessments are regularly examined to ensure that the work matches long and medium-term planning and that pupils make sufficient progress. The co-ordinator has a clear view of the subject's development and what needs to be done, although this is not formally recorded on a written plan. Reports are provided for governors annually and these do serve to identify strengths, and areas for development. They also provide an opportunity for governors to monitor the subject's effectiveness.

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

84. Sound use is made of ICT overall although the school makes good use of ICT for supporting pupils' communication. The school is to become a CAP school and a good range of aids were seen used appropriately across the school. There is little use of ICT to support pupils' writing. Instead of pupils generating their own symbols or words, adults often use the school's software to write for pupils. Software is used satisfactorily for learning and recording, although, occasionally, staff use programs which are too complex to support learning at the correct level.

### **HUMANITIES**

85. **History** and **geography** were both sampled. Insufficient teaching was seen during the inspection to report fully on either subject. Some elements, such as the curriculum in Years 7 to 9 and the assessment and recording of progress, have improved considerably.
86. From the small amount of work sampled, pupils' achievements are generally good in these subjects. The curriculum for both subjects is well planned in the medium-term and ensures that pupils' previous knowledge, experience and skills are taken into account. Teachers are skilled in drawing on pupils' own experiences and making topics relevant to them. However, the detail of weekly planning varies considerably and some teachers do not make it clear what different groups will learn. Subject co-ordinators monitor planning and have opportunities to monitor and advise on teaching. Some excellent 'themed' resources around topics have been created, as used in a geography lesson for pupils in Years 7, 8 and 9. This focused on mountain ranges, maps and contour lines. Excellent teacher-made, three-dimensional, representations of a mountain range kept everyone involved and concentrating throughout the session and allowed each to understand at their own level. Pupils were entranced as the mountain was built up.
87. In geography very good use of the locality supports pupils' growing awareness of the main features of the geography of the area. Field trips, including residential visits, are well used to support the learning of younger and older pupils for both history and geography. In history, class routines enable pupils with more complex needs to develop a growing awareness of the passage of time. Pupils learn about the lives and dress of people from different ages and some remember key events or facts related to these. Role-play and well-chosen visits enable more able pupils to understand, for example, some of the features of Victorian England,
88. The teaching observed was at least good, making effective use of resources and artefacts. Planning did not always make it clear what each pupil or group was intended to learn but very good use of teaching assistants enabled all pupils to be part of the lesson. The warmth conveyed between adults and children and the lively and interesting teaching engage pupils' interest very well. Teachers are particularly successful in stimulating pupils to be curious about

the world and about the things that are in it. At all stages, pupils' communication and literacy skills are well reinforced with key words and symbols and good use of support staff, enabling each pupil's access. However, more use of sign and ICT aids to communication would enable pupils with complex needs to achieve even more.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Teaching and learning are good and a broad and relevant range of learning experiences and resources is provided.
- Pupils' learning is well supported by good planning, increased resources and the use of the locality.
- The subject contributes very well to pupils' personal, social, moral and cultural development and in almost all lessons the contribution to pupils' spirituality was very good.

### Commentary

89. Provision for religious education has improved well since the last inspection. At that time, progress was unsatisfactory for pupils in Years 7 to 11 and Post -16, mainly because of weaknesses in the curriculum. Pupils' progress is now good overall, although the school recognises that it could strengthen the planning of its work with older pupils even more and is consulting with the LEA adviser over this.
90. The curriculum overall is now broad, appropriately planned in the medium term and well supported by a range of artefacts and other resources. Staff expertise and confidence have been strengthened through training and a more detailed programme of study. Leadership and management of the subject have improved and are now good. The co-ordinator has drawn well on LEA resources and advice, and is confident in the further developments that now need to be put in place, although there is no written subject development plan. There are strong links with local churches and pupils regularly visit these and other places of worship. All pupils learn about a wide range of other faiths through the festivals that are celebrated. These are more systematically explored from Year 3 onwards as pupils compare different customs, ways of worship and beliefs, including the different ceremonial robes that are worn.
91. A small number of lessons were observed but scrutiny of planning, records and work confirmed that teaching is good overall and often very good. It is less strong, but still satisfactory, for the oldest pupils in Years 10, 11 and Post-16. This is because different ways of enabling each pupil or student to take part and move forward in their understanding are not always clearly planned for. It also means that for a few pupils with the most complex needs there is not always enough to engage their attention, and even for the most able the new ideas are not sufficiently explored. In the best teaching, the pupils' learning is well supported using cues such as familiar symbols and smells. Teachers often start or finish the lesson with a time for reflection, music or a simple prayer. Pupils respond very well to this and quieten quickly, waiting for their turn and handling any artefacts with reverence. The youngest pupils are taught to value themselves, each other and the differences between people. In a lesson considering the different gods and goddesses within Hinduism, pupils were encouraged to think about each other and the special qualities they would have if they were to be a god. Pupils offered sensitive comments, such as 'helping', 'smiling', 'loving' and 'growing', that clearly showed they were beginning to understand the concepts involved.
92. Assemblies and school celebrations support learning in religious education very well and help to integrate, and make meaningful, much of the work on customs and beliefs. Stories, role-play and drama further reinforce concepts and support the involvement and learning of pupils with the most complex needs. Planning strongly supports pupils' spiritual, moral, social and cultural

development and there are a vast number of opportunities for this provided in religious education. A strong ethos of mutual respect, trust, honesty and celebration of difference pervades lessons and planning.

## **TECHNOLOGY**

### **Design and technology**

93. This subject was not inspected in full and no lessons were seen during the inspection. It is not possible, therefore, to make a judgement on the overall provision. The curriculum has improved since the last inspection and is planned from a published scheme for pupils with SLD. This is due to be updated soon. A separate scheme is appropriately used for pupils in Years 10, 11 and Post-16. Overall, the programme is now broader than when inspected previously and covers most aspects including design, although work in resistant materials is still under-represented. For secondary pupils the focus is very much on textiles and food technology with little time spent on resistant materials. This is partly due to the co-ordinator's lack of knowledge about how to tackle this aspect with pupils with severe learning difficulties. The school's knowledge about this is improving and staff have been to look at how other special schools undertake this. However, facilities and equipment are limited. The 'multi-purpose' workshop is inadequate for meeting the requirements of the curriculum.

## **VISUAL AND PERFORMING ARTS**

### **Art and design**

94. Art and design was not a focus for the inspection. No lessons were able to be seen and, therefore, judgements cannot be made on provision overall or on the quality of teaching and learning and pupils' achievements. However, pupils' work shows that they use a wide range of materials and learn about the work of a wide number of different artists. Pupils in Years 1 and 2 make marks on paper, and develop their colouring skills and their use of colour by drawing a rainbow. Pupils in Years 3 to 6 study clay and other malleable substances. They use different textures to create landscapes they have visited. Pupils in Years 7 to 9 study artists such as Goldsworthy and used tin foil to re-create the shape of a tree. The oldest pupils in Years 10, 11 and Post-16 have studied Van Gogh linked to the story of *Camille and the Sunflowers* and have produced work in his style. All classes make use of the environment and visits to develop pupils' skills in art.

### **Music**

95. This subject was not fully inspected. Although two lessons were seen, it is not possible to make an overall judgement about teaching and learning or provision overall. Lessons are taught in the school's well-equipped, and relatively newly developed, music room. Resources have considerably improved and include a range of instruments from different cultures. All aspects of music are now taught in Years 7 to 9, and in Years 10 and 11 music is an option. Monitoring of lessons has taken place and the co-ordinator has provided feedback for staff. The school is expanding its ICT resources and is awaiting the delivery of electronic equipment for composition and performance. This will enable the pupils with most complex needs to produce a sequence of sounds, for example. Assessment of pupils' performance is regularly undertaken and is good. In the primary department, lessons are now supported by resources from a newly adopted published scheme for mainstream schools. This provides a wider range of opportunities, although teachers do not always adapt the work sufficiently to ensure the steps are small enough to meet the wide range of pupils' needs. Overall, teaching in the Year 6 lesson seen was satisfactory and pupils enthusiastically participated in building up their ideas about rhythms which repeated themselves. By contrast, the teaching seen in the lesson in the lower secondary department was very good. It was very well matched to pupils' needs, and questioning explored pupils' knowledge very well. This helped them to link ideas. Through stimulating teaching, a very good emphasis on vocabulary (such as 'loud' and 'soft'), use of signs, symbols and the very well chosen recorded music, pupils achieved very well. The

subject makes a positive contribution to school life. Songs are sung in lessons, often to signal changes in activity for young pupils, and as a form of praise. The musical opportunities pupils receive support well their wider understanding of different cultures.

## **PHYSICAL EDUCATION**

96. No lessons were seen in physical education and the subject was not inspected in full. No judgements, therefore, on the provision overall, or on the quality of teaching and learning and pupils' achievements can be made. The school has good resources for physical education and the hall has enough space for the subject to be taught safely. The school has been keen to develop the school environment to promote physical development and a healthier lifestyle. This has been successfully achieved through a range of improvements to the play area in the school grounds. The older pupils are now separated from the younger ones by a fence. The separate play facilities allow the older pupils better access to football and basketball. They also contain 'assault course' equipment where pupils can improve their balance, strength and confidence. Younger pupils have benefited from the provision of bicycles and scooters. This helps these pupils to develop their balance and confidence.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- PSHCE permeates all aspects of school life and both consolidates and promotes pupils' learning in the subject.
- The use of the specially designed published programme, and the way this is interpreted by staff, ensure there is very good attention to all aspects of the subject and pupils achieve well.
- Relationships between staff and pupils are very good and promote pupils' confidence, self-esteem and their growth in self-knowledge.
- Very good use is made of the local and wider community to promote pupils' learning.

### **Commentary**

97. PSHCE is taught as integrated course across the school. Both taught lessons and a variety of other practices were observed and contributed to the judgements made. PSHCE was not reported in full at the time of the last inspection and it is not possible to make a judgement on the overall improvement since then.
98. PSHCE has a high priority across all aspects of the school's work. This emphasis on consolidation and reinforcement through a range of subjects results in pupils progressing and achieving very well. This is reflected in their self-confidence as seen in the way they engage staff, each other and visitors and the readiness with which they show and discuss their work. They are confident in their own abilities and learn without fear of failure. Their attitudes to work and behaviour are very good and demonstrated through the way they readily offer their own ideas and are prepared to listen to those of their peers. They are willing to take turns, and show concern for others if they are not feeling well. As a result, those pupils who transfer to mainstream school are well prepared, personally and socially, to meet the challenges this poses.
99. Teaching and learning in PSHCE lessons are good overall and the promotion in other areas is very good. Relationships between all adults in classes and pupils are very good. Staff create an atmosphere in which pupils are encouraged to take responsibility for their work, to make choices and to make judgements about how well they are doing. Pupils learn the difference between right and wrong and why rules are necessary. They learn about human rights. For example, the oldest pupils discussed whether the distribution of sweets to their group was fair or not. This was done by comparing different sets of sweets ready for distribution and led on to

learning about *Fair Trade* issues in other countries of the world. Pupils become increasingly aware of aspects of healthy living, the need for safety and those in the community who help them in these areas. Teachers present these topics in a highly interesting manner that ensures pupils learn very well. For example, one teacher invited a member of the local mountain and cave rescue team to the school. The pupils were allowed to wear safety equipment and use some of the rescue equipment to gain a greater understanding of the need for care when out walking in the countryside. Older pupils in the school enjoyed trying on safety equipment for various jobs as part of their study of different careers.

100. The leadership and management of the subject are good. The deputy headteacher and the co-ordinator have reviewed the subject. As a result, a new PSHCE scheme of work has been introduced supported by a range of appropriate resources. This ensures that all aspects of PSHCE are taught, thus giving pupils a breadth of experience and opportunity. It has provided a clear subject focus for all staff. It enables teachers to build upon pupils' previous learning in small steps and to help them make the progress they are capable of. Pupils are assessed using 'P' scales and this allows for more detailed targets to be set for each pupil.
101. Resources for the teaching and learning are good. The school's very positive approach to inclusion means that pupils have a wide range of opportunities to extend their learning in school, on educational visits and, for some, through spending time in local schools and colleges. The school has welcomed theatre and music groups who have worked with the pupils. These experiences extend their learning and give pupils a very good basis on which to make informed choices and to excel in their personal skills and development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>School grade</i>
<b>The overall effectiveness of the school</b>	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
<b>Overall standards achieved</b>	3
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities (Ethos)</b>	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	1
<b>The leadership and management of the school</b>	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

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