

# INSPECTION REPORT

## **RAVENSWOOD SCHOOL**

Nailsea, Bristol

LEA area: North Somerset

Unique reference number: 109407

Headteacher: Philippa Clark

Lead inspector: Jacque Cook

Dates of inspection: 25 – 28 April 2005

Inspection number: 272182

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Special  
School category: Community Special  
Age range of pupils: 3 to 19  
Gender of pupils: Mixed  
Number on roll: 111

School address: Pound Lane  
Nailsea  
Bristol  
Postcode: BS48 2NN

Telephone number: 01275 854134  
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Appropriate authority: Governing Body  
Name of chair of governors: Janette Midda

Date of previous inspection: 19 April 1999

## CHARACTERISTICS OF THE SCHOOL

Ravenswood School is a mixed, day, community special school for 120 pupils aged 3 to 19 with complex and severe learning difficulties and autistic spectrum disorders as the main special educational needs. Other needs include a few pupils with either social, emotional and behavioural difficulties, physical difficulties, profound and multiple learning difficulties, speech and communication difficulties or hearing impairment. There are 111 pupils on roll including one of Reception age and 11 in Years 12 to 14. There are twice as many boys as girls and far more, pupils, 80, in the secondary part (Years 7 to 14) of the school than in the primary part (Reception and Years 1 to 6). Pupils are almost all of White British ethnicity and there are no refugees, asylum seekers, travellers or pupils where English is not their first language. No pupils are in public care. Very few pupils move in or out of the school other than at the beginning of the school year. Pupils are mostly from North Somerset Local Education Authority, with an additional 16 from Bristol Local Education Authority. The number eligible for free school meals is about average indicating a middle range socio-economic context. Pupils' attainment on entry is low.

The school gained Investors in People status and the Schools Achievement Award in 2001.

The previous headteacher and deputy headteacher left towards the end of 2002 and there were interim leadership arrangements until the present headteacher was appointed in January 2004. Records show that during the interim period there was a hiatus leading to the Local Education Authority expressing considerable concerns about the school. An assistant headteacher was appointed in November 2004 and a deputy headteacher in January 2005.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2351	Jacque Cook	Lead inspector	Foundation stage Information and communication technology French
14347	Joan Lindsay	Lay Inspector	
20165	Alan Lemon	Team inspector	Mathematics Music Physical education
22391	Nick Smith	Team inspector	Science Personal, social and health education and citizenship Post-16
22948	Mary Vallis	Team inspector	English Art and design Design and technology Special educational needs
1845	Robert Tweed	Team inspector	Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The effectiveness of Ravenswood School is satisfactory and it is rapidly improving.** The new headteacher, through very good leadership, has skilfully established an enthusiastic and committed staff team and an effective governing body. Overall, the leadership and management of the school are good. Significant changes have included improving the quality of teaching and learning so pupils' progress in lessons is now good. As a result, the longer term achievement of pupils in Years 1 to 6 is good although it remains at satisfactory for pupils in Years 7 to 14. The unsatisfactory accommodation hampers improvements in a number of areas. Value for money is satisfactory.

The school's main strengths and weaknesses are:

- Pupils make achieve well in personal, social and health education (PSHE) and citizenship;
- Pupils' behaviour is very good because staff have very good strategies to help pupils improve;
- The provision for pupils with autistic spectrum disorders in the primary (Years 1 to 6) special class is effective. However, the progress and achievement of pupils in the secondary (Years 7 to 14) special class is unsatisfactory. Signing and symbols are not used consistently in the secondary part of the school;
- There is a small proportion of teaching and learning that is unsatisfactory;
- Relationships between the pupils and the staff are very good and learning support assistants play an important role in helping pupils learn;
- There are insufficient opportunities for pupils to work in colleges.

Since the last inspection, the school has made satisfactory improvements. There is clear evidence that the rate of improvement has increased over the last 18 months. There has been good improvement in areas targeted such as the progress made by pupils, their behaviour and the assessment of their work. Pupils' work in information and communication technology (ICT) has improved well and all pupils, where it is required, are now studying a modern foreign language. There has been insufficient improvement in the curriculum, and links with colleges. Training for staff teaching pupils with autistic spectrum disorders in the secondary special class has been inadequate. Although there has been improvement to the accommodation, there are still shortcomings, which include the inadequate provision for non ambulant pupils.

### STANDARDS ACHIEVED

There are not enough children at the Foundation Stage to make judgements on achievement.

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 2	<b>Satisfactory</b>	<b>Good</b>
Year 6	<b>Satisfactory</b>	<b>Good</b>
Year 9	<b>Satisfactory</b>	<b>Good</b>
Year 11	<b>Satisfactory</b>	<b>Good</b>
Year 13	<b>Satisfactory</b>	<b>Good</b>

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

**Pupils' achievement is satisfactory and their progress is good.** Pupils in Years 1 to 6 achieve well because staff are more consistent in the way they work, plan and meet the additional special educational needs of pupils with autistic spectrum disorders. The unsatisfactory achievement and progress made by pupils with autistic spectrum disorders in the secondary special class is due to a lack of staff expertise. Pupils make good progress and achieve well in English and in science. In mathematics and in ICT pupils' progress in lessons is good, although their overall achievement remains at satisfactory. This is partly because the use of ICT in other subjects is unsatisfactory.

Students in Years 12 to 14 make good progress particularly in working towards the ASDAN Towards Independence award.

**Pupils' personal qualities develop well. Their attitudes and values and their spiritual and social development are good.** Their behaviour is very good. This is because this has been a focus for improvement. **Pupils' moral development is very good. Cultural development is satisfactory.** Attendance is good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. The quality of teaching and learning is good.** Records show this has been steadily improving. Inspectors found that at times it is very good and occasionally excellent. Pupils learn well because they are interested in their lessons. Very good planning ensures the work is suited to their ability, so they make good progress. Effective team work of staff leads to plenty of praise and encouragement so pupils try hard and many have good levels of concentration. However, there are a few lessons where teaching and learning are unsatisfactory and this is usually related to inadequate lesson planning or lack of techniques for teaching pupils with autistic spectrum disorders in the secondary special class.

The curriculum is satisfactory. There are now better opportunities for pupils in Years 10 to 14 to gain appropriate awards, and further improvements are planned. The care, guidance and support of pupils is good but despite the best efforts of the headteacher and governors, there are on-going health and safety issues. Links with parents and the community are good but links with colleges are unsatisfactory.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The leadership of the headteacher, supported by a relatively new leadership team, is very effective. Many of the subject co-ordinators are new to post and are developing their roles. Comprehensive and on-going self evaluation has established very clear priorities which are being worked through systematically. The school is managed well and governance is good. There are a few statutory requirements which are not met, that relate to information provided for parents.

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

Parents have very positive views of the school. They are pleased that their children like coming to school and that the teaching is good, and they feel that their children are taught to be more mature and independent. A few parents expressed concerns about homework but this has been resolved with the recent homework policy document forming the basis of future practice.

Pupils have positive views about their school and say they enjoy attending. They like their friends and their teachers and feel safe and confident.

## **IMPROVEMENTS NEEDED**

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

- Improve the provision for pupils with autistic spectrum disorders in the secondary special class;
- Increase the consistency in the use of additional communication methods;
- Increase the opportunities for pupils to integrate into local schools and colleges;
- Improve the quality of teaching and learning where it is unsatisfactory;
- Work with the Local Education Authority to improve the accommodation and address outstanding health and safety issues;
- Ensure a prospectus is available for all parents and minor omissions in the governors' report to parents are rectified;

and, to meet statutory requirements

- Ensure a prospectus is available for all parents and minor omissions in the governors' report to parents are rectified.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is satisfactory overall and good in Years 1 to 6.

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

- Pupils make good progress in many of their lessons because they are taught well.
- In English and science pupils achieve well and make good progress.
- Pupils make good progress in personal, social and health education (PSHE) and citizenship.
- The achievement and progress of pupils with autistic spectrum disorders in the primary special class is good but in the secondary special class it is unsatisfactory.
- Pupils make good and at times, very good progress in French.

#### **Commentary**

1. Since the last inspection, there has been satisfactory improvement in the progress and achievement made by pupils in Years 7 to 14 (the secondary part of the school) and good improvement in Years 1 to 6 (the primary part of the school). This is because in the primary part of the school:
  - There is a greater consistency in the use of signs and symbols to support learning.
  - There are good levels of expertise for teaching pupils with autistic spectrum disorders.
  - Consistently clear lesson planning ensures all pupils learn well.
  - The curriculum for mathematics is broad and well planned.
2. Pupils with autistic spectrum disorders in the secondary part of the school do not always achieve as well as other pupils in the school because staff do not have the necessary training to work with these pupils effectively or consistently. This is a particular shortcoming in the secondary special class where additionally, the classroom is too cramped, the age range is too broad and is not taken sufficiently into account when planning lessons. The personal development of pupils with physical disabilities is constrained because of continuing difficulties with the accommodation: doors are too heavy for them to open and not all areas of the school are accessible by wheelchair. Learning support assistants contribute very positively to pupils' achievement and specialist advice, for example from physiotherapist or occupational therapists, helps pupils to achieve personal targets.
3. There is no measurable difference between the achievement and progress of boys and girls.
4. More able pupils have opportunities to gain Welsh Joint Education Committee (WJEC) Certificates of Achievement in Year 11. Last year three pupils gained certificates, two in English and mathematics, three in science and one in food studies. This year, the number of subjects has increased to include information and communication technology (ICT) and PSHE and more pupils are being entered for the examination. Additionally, pupils are studying for the Award Scheme Development and Accreditation Network (ASDAN) Transition Challenge award. The ASDAN Towards Independence course was introduced last year for students in Years 12 to 14. Last year, four leavers gained four modules towards the award in a year as did six other students who remain in school and are continuing to study for the full award.
5. Prior to this year it has been difficult to gauge how well whole school targets are being met because the assessment system used was unreliable. Pupils' progress is now being measured through targets on their individual education plans which show satisfactory gains from the end of the autumn term to the end of the spring term. There is clearly an overall increase in targets being achieved. The best rate is in the Reception and Year 1 and 2 class

where almost 90 per cent of targets were met. Accurate assessments of pupils' levels of attainment are now recorded in readiness for setting new targets.

6. It was not possible to make overall judgements about the progress and achievement of children of Reception age. It is clear that they make particularly good progress in improving their personal, social and emotional development. However, their progress is hampered through having to share the outside secure area with other primary pupils so it is difficult to set up specific activities and there are too few opportunities to learn through structured play.
7. Pupils make good progress and achieve well in English and science. They make good gains in their speaking and listening skills, and where signing and symbols are used effectively, pupils' progress is often very good. Pupils' reading and writing also improve as do overall literacy skills, with good use of elements from the National Literacy Strategy. Scientific knowledge and understanding is developed well as pupils' are encouraged to be curious about the world they live in. Although in mathematics pupils make good progress in their lessons, their achievement is satisfactory in Years 1 to 11 and unsatisfactory in Years 12 to 14 where planning and assessment are weak. Numeracy skills are developed satisfactorily. However, pupils are not taught enough about measurement, shape and space, and data handling, which limits their progress. In ICT, pupils make good progress in their lessons, but they are starting from a low base of previous learning and their achievement is merely satisfactory. Pupils make good progress in PSHE and citizenship which is planned and taught very well in lessons and reinforced through activities at other times of the school day. Pupils make rapid progress in improving their knowledge of French because lessons are very well planned to gain their interest and concentration.

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

Pupils have good attitudes and are very well behaved. Attendance and punctuality are both good. Pupils' spiritual, moral, social and cultural development is good overall.

### **Main strengths and weaknesses**

- High expectations of pupils' conduct promote very good behaviour.
- Pupils show very supportive relationships towards each other.
- Pupils' moral understanding is developed very well.
- Attendance is well monitored and parents ensure their children attend regularly.

### **Commentary**

8. Pupils demonstrate their positive attitudes to learning through, in most lessons, working with sustained effort and concentration and taking a pride in their work. They are co-operative in lessons, for instance helping each other with questions in a Years 10 and 11 mathematics lesson. Most pupils are very appreciative of the school, although a few older pupils commented that they wished they could take more examinations. The school council provides a valuable opportunity for pupils to discuss their views on aspects of school life. Its impact is weakened by the fact that the teacher who manages its meetings does not include all pupils in the discussions. In the questionnaires returned and at the parents' meeting, parents stated strongly that their children like coming to school. An assembly conducted by a visiting drama teacher was marked by enthusiastic participation from all pupils.
9. Attendance figures have declined slightly since the last inspection. However, pupils enjoy coming to school and this has a positive impact on attendance. In addition, parents support the school by limiting the number of holidays taken in term time and by not removing their children for reasons other than illness. The great majority of the absences are due to the medical conditions of some pupils that can lead to unavoidable long-term absences. Although the school's attendance is good, there is a focus on improving it even further. For example, there is now a new attendance policy and registers are monitored regularly by the

headteacher so that they are marked correctly and any absences can be followed up. A system has recently been implemented of first day of absence phone calls and any unexplained absence is chased up by letter. The education welfare officer also supports the school with its drive to further improve attendance.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.7%	School data	0.5%
National data	N/A	National data	N/A

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

- The great majority of pupils are transported to school by bus or taxi and therefore punctuality is only affected if there are traffic or vehicle problems.
- The behaviour policy has been recently revised and simplified and its application is carefully monitored, to ensure that all staff apply it consistently. As a result, behaviour is very good, in lessons and at lunch and break times. Pupils are respectful towards staff and visitors, and isolated incidents of misbehaviour are dealt with effectively. The school's approach to misbehaviour emphasises rewards for good behaviour rather than sanctions, and exclusions are very few. Pupils who have misbehaved are encouraged to think how they can put things right, emphasising restitution rather than punishment.

## Exclusions

### **Ethnic background of pupils**

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	106	2	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0

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

- Pupils with autistic spectrum disorders make good progress towards their individual behaviour targets. Staff help them calmly and patiently. Those in the primary special class are helped particularly well to learn to manage a range of situations that they find difficult. A clear routine provides the structure they need.
- Pupils report that bullying is very rare and express confidence in their teachers in dealing with it.
- Staff provide very good role models in the courtesy and consideration they show towards pupils. Assemblies and lessons, particularly in life skills and religious education, reinforce positive values and promote pupils' social and moral development. A lesson for older pupils on how events are reported in different news media provided valuable opportunities for pupils to reflect on and discuss current social issues. Pupils are also encouraged to think of others in

the community, for instance through visits to a home for the elderly. During a visit to a local church, pupils were made aware of the values of different faiths in society. They showed an ability to understand and respect beliefs different from their own. However, there are not enough opportunities for pupils to learn about cultures other than their own.

15. Overall, improvement since the last inspection is good.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. There are strengths in the quality of teaching and learning, in the care provided for pupils and the links with parents.

### Teaching and learning

The quality of teaching and learning is good overall. The assessment of pupils' work is satisfactory.

### Main strengths and weaknesses

- The teamwork of staff helps pupils to learn effectively.
- The very good organisation and routine established in primary classes ensure pupils know what to expect.
- Staff use praise and encouragement very effectively and deal with potentially difficult behaviour very well.
- Strong relationships are built between staff and pupils.
- On the whole, lessons are planned very well.
- There is a lack of expertise in the secondary part of the school for teaching pupils with autistic spectrum disorders effectively.
- In a small number of lessons, teaching and learning are unsatisfactory.

### Commentary

16. Since the last inspection, there has been satisfactory improvement in the quality of teaching and learning. The number of lessons where teaching is very good and excellent has increased so there are fewer lessons where the teaching and learning are merely satisfactory. This is largely as a result of the programme of lesson observations and subsequent targeted staff training over the last eighteen months. However, there remain a similar number of lessons where the teaching and learning are unsatisfactory. One of the reasons for unsatisfactory teaching in these lessons is the quality of planning. There is a lack of detail and skills are taught as an exercise, rather than part of an interesting activity. As a result, learners' concentration is not sustained. In a Year 12 to 14 ICT lesson, for example, students achieved very little using a paint program without being given something specific to do. In many lessons, however, comprehensive planning is a major strength. This is a particular feature in Years 2 to 6. Work is tailored to meet the needs of individual pupils and is very well suited to their interests and abilities. Pupils in Years 5 and 6, for example, all improved their number skills. The least able learned to count on using number songs and popping bubble wrap, the middle group grasped how to calculate more and less and played a game that interested them and the more able group added different numbers to make 20, responding to the teacher's challenge to use just the numbers they were given.

### Summary of teaching observed during the inspection in 71 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (6%)	17 (24%)	39 (55%)	5 (7%)	6 (8%)	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.*

17. Learning support assistants are very effective. They teach groups of pupils, as well as helping pupils to stay involved in the activity during a whole class session and assisting individuals. The consistency of staff in the expectations they set contributes very well to pupils' learning. In the primary part of the school the use of signs and symbols by all staff has supported pupils' learning and communication very well. This is in contrast to the secondary part of the school where use is not so consistent. In all but a very few instances, staff work together as a team. Learning support assistants are well briefed by teachers and also knowledgeable about the pupils with whom they work. This has helped enormously to create routines for pupils, which contributes to their feeling of security. This is particularly important for pupils with autistic spectrum disorders and works very effectively in the primary special class. Pupils know what will happen during the day because they use a series of symbols to represent each activity as a visual timetable. Instructions are kept very clear and there is plenty of warning if an activity is to change. In the secondary special class, systems are less clear because the two teachers that mainly teach the class use different methods. This is confusing for pupils and for the learning support assistants and, together with the lack of expertise, this contributes to unsatisfactory teaching and learning for these pupils. Visual timetables are not used throughout the day nor are signs and symbols to aid communication; instructions are often too complex and lesson planning is not focussed on the learning of the individual pupils and on managing the wide age range within the class. As a result, pupils do not make the gains in knowledge and understanding they should and their behaviour does not calm sufficiently for them to concentrate on their work. One notable area of success is the 'breakfast' sessions, where symbols are used and pupils have learnt to sit together round a table.
18. Pupils' interest and concentration are boosted by the praise and encouragement that the staff use constantly. There are very few instances where comments are not positive so pupils are aware they are learning. In the lessons where teaching and learning are very effective, pupils are given challenges to tackle harder work and are able to rise to them. For example, pupils were warned "now this is a tricky bit, need to really concentrate, you can all do this....." when rotating shapes and changing the size in their design in ICT, which they completed extremely successfully. The strategy to 'catch the pupils being good' reduces incidents of difficult behaviour because pupils enjoy the attention they get when they are doing well. Behaviour plans are used effectively and procedures followed if there are any problems. However, the well established early spotting and defusing of potential incidents is often all that is necessary to maintain calm classrooms. In most classes, staff are very effective in keeping pupils involved with activities so opportunities to misbehave are very few.
19. The strength of the relationships between the staff and the pupils ensures that problems are shared. Pupils ask for help if they need it and staff intervene at the right moment to keep pupils learning and to check on understanding. This contributes towards the assessment of how well pupils are doing. Much work has been done to gain appropriate, accurate measurements of the pupils' progress. Increasingly teachers are using lesson objectives and the 'plenary' summing up session at the end of lessons to gain a good insight into gains in learning. In a number of subjects, staff are devising self-assessment sheets for the pupils to complete so they know what they have learned and how much help they needed. A small number of parents expressed concerns about homework. This area has recently been a focus for staff and a new policy has been devised in consultation with parents. As a result, homework is set appropriately.

## **The curriculum**

The curriculum is satisfactory. Overall it is broad and balanced and meets the needs of the majority of pupils. Opportunities for enrichment are satisfactory. Accommodation and resources are unsatisfactory.

## **Main strengths and weaknesses**

- The provision for PSHE and citizenship is good.
- The provision for secondary aged pupils with autistic spectrum disorders is unsatisfactory.
- Subject co-ordinators actively seek ways to improve their knowledge and develop their curricular areas.
- Pupils have too few opportunities for integration with mainstream peers.
- Competent learning support assistants bring a range of skills to support the curriculum.
- The accommodation for the students in Years 12 to 14 is poor: it is neither large enough nor sufficiently separate from the school to provide appropriate activities.

### **Commentary**

20. The school has ensured that all requirements to teach the National Curriculum and religious education are met. The governing body closely monitors the curriculum and supports subject leaders in the development of their areas of responsibility. However, improvement since the previous inspection is unsatisfactory. This is because although improvements have been made, many are at the early stages of development and there remain issues, especially relating to accommodation, that have not been adequately addressed.
21. The curriculum for pupils in Years 1 to 6 is satisfactory and good for pupils with autistic spectrum disorders in the primary special class. It is planned so that pupils engage in a range of multi sensory activities to develop their learning in all areas. However, the present lack of a sensory room constrains their development further. Alternative means of communication such as the use of signing or symbols are used more consistently for primary aged pupils and contribute to good provision for those in the primary special class. Their needs are met particularly well because the curriculum is broken down into a series of short, clearly explained tasks, which the staff have the skills and knowledge to implement. A modified Treatment and Education of Autistic and Related Communications Handicapped Children (TEACCH) method is used effectively giving pupils the structure and routine they need to make progress.
22. Overall, the curriculum is satisfactory for pupils in Years 7 to 11 and students in Years 12 to 14. Good organisation has enabled pupils in Years 7 to 9 to work together, and pupils in Years 10 and 11, according to their ability in English, mathematics and science. National accreditation, although still an area for further development, gives something for pupils to aim for and raises their self-esteem. The number of subjects where awards such as the Certificate of Achievement can be obtained is increasing. Accreditation through ASDAN, either through the Towards Independence or Transition Challenge modules covers wide areas of the curriculum and allows for flexibility in meeting the needs of individuals. However, staff in the secondary special class for pupils with autistic spectrum disorders have insufficient knowledge to design an appropriate curriculum and to teach it sensitively and effectively for these pupils. Additionally, the five-year age range in this class is too large for satisfactory planning of the curriculum. The accommodation is cramped and resources do not reflect the age of these pupils.
23. The curriculum in Years 12 to 14 is satisfactory and suitable. Students in Years 12 to 14 take part in a very wide range of challenges as part of the ASDAN Towards Independence award, which is designed to prepare them appropriately for the next stage in their careers. There are plans to develop key skills accreditation to complement the courses that are currently available. Involvement with MENCAP provides students with a wide range of activities off-site that aim to provide a different style of work suited to their age. The room used for students is small and the area for less formal work is part of the classroom and not large enough for the whole group. Staff and students do their best to make their room different from the school, and interesting. Students use the information boards, prompts and staff support to establish routines, play and break activities. The more adult 'style' for these students is deliberate but the best practice modelled by senior staff is not followed by every member of staff. There

were instances when students were referred to as children and they were made to line up. There are no regular college courses to give students opportunities to study a broader range of vocational subjects.

24. Pupils have insufficient opportunities to share activities with peers in mainstream schools or to widen their experiences through attendance at college courses. The range of reading material lacks breadth. The use of communication aids is an area requiring further development, including signing and symbols which are not consistently used in the secondary part of the school.
25. The PSHE and citizenship co-ordinator works closely with colleagues from a number of outside agencies and with the science co-ordinator to ensure that this is a strong area of the curriculum. Pupils receive sensitive advice about drug and alcohol misuse and relationships and are encouraged to live healthily and safely. Days are allocated to issues such as anti-smoking, dental care or personal safety and students experience for a short time what it is like to be a parent as they tend 'reality' dolls.
26. Opportunities for enrichment of the curriculum are satisfactory. Good use is made of the local area to broaden pupils' knowledge, for example, in geography or by occasional visits to museums or the theatre. Pupils visit local shops or cafés or enjoy trips to Thorpe Park or London. Clubs are limited in number and range due to the wide catchment area and the need to use designated transport. Participation in sport is unsatisfactory. Pupils have too few opportunities to develop sporting skills or meet with peers from other schools. Art and design and drama do not contribute sufficiently to the enrichment of the curriculum.
27. The preparation of pupils for the next stage of their education or life beyond school is satisfactory. Pupils spend some time with their next teachers before the year ends and staff share knowledge well. Students moving on to college, including residential colleges, make a number of visits, including visits with their parents to help them make this important choice.
28. While the match of teachers to the subjects of the curriculum is satisfactory, the school is between half and a full teacher short of the average for schools with pupils who have similar needs. An effect of this is the wide age range in the secondary special class for pupils with autistic spectrum disorders and this contributes to the unsatisfactory progress of these pupils. There is a good match of learning support assistants. Teachers have a broad range of qualifications although there is no specialist mathematician or, in the secondary part of the school, a teacher with sufficient expertise in working with pupils with autistic spectrum disorders. Learning support assistants have a wide variety of skills, often including the knowledge of ICT, which are used widely to support the curriculum. Many subject co-ordinators are newly appointed. They are actively seeking to develop subject areas, through training, links with specialist schools and the enhancement of resources.
29. Accommodation is in need of upgrading and resources need renewing in a number of areas. The decorative state of the school is poor and the lack of ready access to all areas for pupils with physical disabilities is unsatisfactory. Toilet facilities that help maintain the dignity of disabled pupils or adults have been improved but are not yet satisfactory. Children of nursery or reception age do not have their own secure playing area. Accommodation for the resistant material element of the design and technology curriculum is unsatisfactory and there are very few height adjustable tables throughout the school. The library for secondary pupils is a pleasant and well maintained resource area but the book stock needs upgrading. External funding has already been secured to do this. The conservation area is well used, particularly extending the science and the PSHE and citizenship curriculum. Musical instruments are in short supply. An audit is needed of all resources to see that the range is suitable for all ages and meets the needs of all abilities, including those who experience difficulties with controlling small or large movements accurately.

## Care, guidance and support

Pupils' care, welfare, health and safety are satisfactory overall. The provision of support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is also good.

## Main strengths and weaknesses

- Child protection procedures and the systems to care for pupils are very good.
- There are some significant health and safety concerns that the school is aware of.
- Pupils have very trusting relationships with adults and receive very high levels of personal support.

## Commentary

30. The child protection policy has recently been reviewed and nearly all the staff have had recent training in child protection. The headteacher, who is the designated coordinator, is very well trained in such matters. There is now a comprehensive policy for the use of restrictive physical intervention and relevant staff members have been trained in its use. This is an improvement since the last inspection. The health and safety policy is also new and comprehensive and regular checks of electrical, fire and other school equipment are carried out. There are however, some on-going health and safety matters, which the headteacher and the governing body in conjunction with the local education authority are seeking to resolve.
31. Pupils are very well cared for in relation to their medical needs with a health care assistant in school every day, a care plan for each pupil and new systems to record any accidents or illnesses and to give medication. The school nurse and doctor also visit frequently.
32. Although there have been some recent changes in staff, it is evident that pupils are well known by adults in the school, who display high levels of concern for their welfare. As a result, the personal support that pupils receive is very high. Individual needs are reviewed during regular multi-agency meetings; consistent handling programmes and specific support plans are devised to help pupils control their behaviour; pupils are referred to community nurses with experience of learning difficulties to support pupils and their families. This variety and level of support has a very positive impact on relationships and behaviour in the school, both of which are very good. Pupils also have a great deal of confidence in the adults in school and trust them to be able to resolve any problems.
33. Procedures to monitor pupils' academic progress have improved since the last inspection. Pupils are now aware of their targets and individual education plans are used more consistently and effectively throughout the school. The use of on-going records of achievement and comprehensive annual reviews are also effective in monitoring personal and academic progress.
34. Pupils are involved well in the life of the school. For example, the school council meets regularly to discuss issues such as improving the activities available at lunchtime if it is wet. The School Council discussed the underlying principles of the code of conduct. Questionnaires are also used to gauge pupils' satisfaction and pick up any concerns. The very good relationships seen in the school also mean that pupils feel comfortable approaching staff with any suggestions or ideas.
35. There are good arrangements to help pupils settle in to school when they first arrive and parents are very positive about this aspect. Pupils can come for visits beforehand and attend part-time if they wish until they feel confident. As a result, pupils soon get used to the school routines and make new friends.



36. The careers education and guidance that pupils receive is now satisfactory rather than good. This is because, until recently, it has not had such a high priority. There are well-established links with the local careers service and pupils from Year 9 onwards have individual meetings to discuss their options. Pupils in Year 10 begin to plan for work experience placements to take place in Year 11 and the school hopes that an increasing number of pupils will be able to take part, with appropriate support. As yet, there are no strong links with local colleges. The careers section of the library is still developing, as are the plans to teach careers education appropriately across the curriculum as well as in tutor sessions.

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

Links with parents are good, as are links with the community. There are satisfactory links with other schools and unsatisfactory links with colleges.

### **Main strengths and weaknesses**

- Parents are supportive of the work of the school.
- Local facilities are used well to help pupils learn.
- Pupils and students do not have adequate opportunities to work in schools and colleges.

### **Commentary**

37. Parents' support for the school has been developed well and has a positive impact on the way pupils learn and on their attitudes to school. For example, parents ensure their children attend school regularly and very high numbers of parents attend annual reviews and other consultation meetings. Parents help in practical ways such as giving time to organise the library and to help with swimming. A small group of parents is reviving the Friends' Association to help with fundraising to improve aspects of the school such as the playground. Many parents make good use of the home school diaries to communicate any relevant news to the school that might influence a pupil's behaviour so that staff are able to identify any difficulties. Parents feel the school is very approachable and are happy that concerns are effectively dealt with.
38. The information that parents receive is satisfactory overall. Newsletters are frequent and attractively laid out. The annual progress report gives a limited amount of information about progress and targets but this is complemented by the pupils' annual reviews, which are comprehensive. As yet, parents do not receive any curriculum information.
39. Pupils continue to benefit educationally and socially through the well established links with the community. Good use is made of local facilities such as shops, swimming pools, museums and a golf centre. Pupils visit the church and other places of worship and older pupils benefit from work experience placements with local companies. Visitors, such as a local theatre group, come into school to help pupils with personal safety, and the police and fire services also participate in advising pupils about keeping safe. The community also makes use of the school with clubs such as Brownies and Guides using the premises.
40. After a period where links with other schools declined, there has been a recent push for them to be re-established and to create new ones. As yet there is no programme of outreach work for staff to share their expertise with mainstream schools. However, links are being established so that more pupils can benefit from some lessons spent in local primary and secondary schools. There are developing links with the local nursery school. College links are very limited and unsatisfactory, although again this is an area that the school is keen to develop as much as possible when suitable placements can be established. At present, students do not have adequate experience of working in a larger, more adult focussed environment or the opportunities that regular college attendance provides to study different

subjects. The school is part of a local cluster group of schools and it is planned to use this link to develop more opportunities for inclusion. Good links have been made between co-ordinators and subject staff from other schools which are helping to develop subjects further.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The leadership of the headteacher is very good and other key staff provide satisfactory leadership, overall. The school is managed well. Governance is good. The prospectus and Governors' Annual Report to Parents do not meet statutory requirements.

### **Main strengths and weaknesses**

- The headteacher is strengthening the school and moving it forward very effectively.
- Governance has improved rapidly and now plays an effective part in supporting the school.
- Good systems and structures are being put into place, which make management effective.

### **Commentary**

41. A number of school evaluation exercises have acted as a significant aid to raising achievement since the appointment of the current headteacher. Prior to this, for a variety of reasons, leadership had stalled and the school lacked a clear direction. Evaluations were carried out by the local authority, external consultants and the school in response to serious concerns about its effectiveness. These confirmed fears. Amongst several issues highlighted was the need for a fundamental re-orientation in leadership and management throughout the school to improve the quality of education and standards achieved by pupils. The headteacher has made rapid progress in addressing this issue and in improving the quality of provision. The recently appointed leadership team is fully supportive of the headteacher and is starting to make improvements. Overall, since the last inspection, good leadership and management have been maintained and improvement is satisfactory.
42. The headteacher's strong and determined leadership has brought staff to a clear understanding of the school's effectiveness and they are responding positively to the headteacher's direction and raised expectations. In doing so, there is a new vigour throughout the school; staff have found their focus, which is now firmly set in their greater appreciation of the school's strengths and weaknesses. Their morale is high and they are proceeding with self-confidence in tackling areas for improvement. As a result, the school is turning the corner. There is a coherent planning framework with clear accountability to ensure progress is maintained.
43. Links between governors and the school staff have improved. The increase in useful information communicated to governors and that which they now gather separately, ensures their good understanding of the school's effectiveness. Training on self-evaluation for governors has made it clear to them what their relationship to the school should be. This has also helped them meet their statutory requirements, and they are now aware of shortfalls in the information provided for parents. The school has not produced a prospectus for two years and, as at the time of the last inspection, the Governors' Annual Report to Parents has some items missing, including information about school security and the arrangements for pupils with disabilities. The structure of the governing body has undergone considerable remodelling and this has equipped it well for its responsibilities. Membership has been increased, permitting governors to manage the demands of closer involvement in the work of the school. Similarly, the creation of committees makes handling key business such as finance, personnel, the curriculum and safety, health, environment and fire issues more efficient than the whole governing body dealing with these in turn, which it had done in the past. Governors are instrumental in agreeing a school improvement plan. Four governors

work with the leadership team on proposing improvement priorities and this helps make the

connection to financial planning secure. Although it is at an early stage, each governor is linked to a subject and they use clear guidelines to manage this.

44. The headteacher has improved teamwork across the school and has established effective management. In particular, good links with support services extend the range of professional advice and skills available to the school for meeting the needs of pupils. The recruitment of a deputy headteacher and a number of new teachers has injected high standards and much very good classroom practice. Management roles are being developed and a clear structure of responsibilities is taking shape. Training in policy writing, monitoring provision and observing lessons is setting a firm foundation for effective subject leadership. The substantial amount of observation of teaching undertaken in the recent evaluations of the school has had the positive effect of teachers and their assistants taking on a healthy self-critical view of their performance. Performance management is good and targets for teachers are woven well into school improvement priorities and a professional development programme. School finances are well managed, which ensures money is directed towards achieving priorities and that expenditure is carefully tested against best value principles.

### Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	1,186,248	Balance from previous year	15,968
Total expenditure	1,190,324	Balance carried forward to the next	11,893
Expenditure per pupil	10,723		

### WORK RELATED LEARNING

The effectiveness of work related learning (WRL) is **satisfactory**.

#### Main strengths and weaknesses

- The vocational education elements are well taught.
- Careers and Connexions advisors help to provide a range of work awareness.
- Teamwork, including early links with Brandon Trust for example, makes it possible for every pupil and student to take part in activities that are matched to their ability.
- The organisation and management of this area is new and still developing.

#### Commentary

45. The vocational curriculum is very practical and it is being developed to offer pupils and students realistic choices as well as a number of new experiences. They are able to enhance the school environment at a level that challenges them. For example, some very impressive work in the garden has raised the quality of the flower beds as well as pupils' confidence and pride in their work.
46. There are appropriate opportunities for pupils to learn about the world of work. On a very well planned expedition to a local supermarket, pupils were given clear tasks to enable them to find out about jobs in the store. They were quite definite in deciding that the bakery department was one to avoid as the bakers had to get up very early. The pupils discovered these facts through being involved in making the questionnaires. On the same visit, pupils

with communication difficulties were able to be included through staff from the Brandon Trust helping individual pupils with pictures to explain tasks.

47. Connexions advisors and careers staff work well with pupils in Year 10, exploring opportunities for work experience and work sampling, and almost every parent attends reviews to talk with them. Staff from the Brandon Trust, a charity for young people with learning difficulties, join staff and pupils for their WRL lessons. Recent changes are designed to improve pupils' independence skills. In the future, pupils will make arrangements for their own work-experience and as part of this exercise they work on interviews, arrangements for travel, letter writing and using computers. They also learn how to dress for interviews through role play, which they enjoy.
48. Students have the chance to look at college courses, attending for taster sessions, although there are at present no opportunities for them to attend courses. Every student has a clear destination organised for when they leave school.
49. Work related learning is a new area and, although there are many good aspects, it is still under development. For example, mini enterprise opportunities have been limited although they have included making and selling cards. The new subject leader is aware of the need to continue to offer award bearing courses matching the abilities of pupils and students. Staff are building their confidence in teaching courses such as the work related part of ASDAN.

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good.

#### Main strengths and weaknesses

- Children's personal, social and emotional development is taught very well.
- Good gains are made in improving children's communication skills.
- Teamwork of staff is very effective in enabling all children and pupils to learn well.
- Very good routines and systems are established to create a calm working environment.
- There are not enough opportunities for children to learn through play.

#### Commentary

50. Children at the Foundation Stage, of nursery and Reception age, are taught with pupils from Years 1 and 2. At present there are too few children to make judgements about their overall achievement. It is clear, however, that children's **personal, social and emotional development** is taught very well at every available opportunity and as a result, they make very good progress. Good manners are insisted on and children are expected to wait for their turn in an activity. They learn very quickly what acceptable behaviour is and how to relate appropriately to other members of the class and to adults. One very good strategy is the line of footsteps on the floor where the children line up with their class, so they know exactly where to stand. The school day is deliberately very structured which gives children the security of knowing what to expect. This has a calming effect and also provides the support needed for children with autistic spectrum disorders.
51. The quality of teaching and learning is good and at times very good. All subjects are planned very well to include teaching of **communication, language and literacy** skills. New words are introduced such as the names of shapes and supported by effective use of symbols and signing. Records show that children who do not speak or have limited speech when they join the class, develop the use of language well. Effective use of group work using the learning support assistants very well helps to ensure that work is at an appropriate level. Staff are consistent in the way they speak to children and in the way they praise and encourage, which ensures they try hard to say words and phrases. Good use of practical resources helps children to understand what they are learning more quickly. For example, their **mathematical development** is supported through physically counting the sides and corners of shapes and identifying their colours. The use of number rhymes and songs is very effective; children enjoy counting the ice creams that are left and giggle when the sprinkles are sprinkled over their heads! Areas such as **knowledge and understanding of the world** are improved through the children's use of computers. This also supports **creative development** as they paint pictures and shapes using programs. They learn about a range of materials such as sand and play dough and how to manipulate and join construction toys. Topics, such as 'houses' are well planned to help children notice the variety of housing and the differences between new and old buildings. This leads to interesting collage pictures of houses. Even though classroom space is limited, there is a 'shop' set up where children enjoy being a customer or putting on the apron and playing the shopkeeper. This also helps develop communication skills. Children's self control and their co-ordination, as well as their creative skills, are developed well in music sessions where they learn, for example, to make loud and quick sounds on percussion instruments. However, opportunities for children's **physical development** are limited because there is no separate play area for them. Play times are at the same time as other primary pupils and they share the playground. As a result, it is difficult

to set up equipment that could lead to play activities for children. There are specific physical

education lessons and swimming sessions each week which help children develop their co-ordination skills further.

52. At present, there is only one child and lessons are planned around a timetable based on the National Curriculum. In many instances this works well, but there are difficulties in providing play activities that are designed to allow learning and finding things out for themselves. The Foundation Stage Profile is used well to record children's progress against the early learning goals, and targets from Individual Education Plans give a clear focus for each child.
53. Leadership and management are developing well. The class teacher, who has only taught this year group since September, has clear and appropriate ideas to improve the provision. Good links have already been formed with the local nursery and there are plans for children to visit. A good working relationship has been developed with the Speech and Language Therapist who provides programmes for the staff to use in the classroom to support learning. Improvement since the last inspection is satisfactory.

## **SUBJECTS IN KEY STAGES 1 TO 4 AND POST-16**

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

54. Two lessons of **French** were observed. These lessons, together with conversations with the subject co-ordinator and scrutiny of documentation, planning and pupils' work show that pupils in Years 7 to 9 are learning well and at times making very good progress in their lessons. They are improving their knowledge and use of French words and phrases and are becoming more confident in speaking and writing the language. This is because subject leadership is developing very well and there is now a very well planned series of lessons ensuring that pupils build on their previous learning. Pupils enjoy their lessons because they usually include games and interesting activities. For example, Year 9 pupils tried to guess which subject was on a card that the teacher was holding. They listened to clues and repeated words in French to improve their pronunciation. Year 7 pupils were totally involved in a game of matching words with pictures. They worked in one of several groups where activities were varied to match very well their knowledge and understanding. The written work that followed was similarly well matched and as a result all pupils were able to demonstrate their understanding and they made very good progress in improving their knowledge of French words and phrases.

### **English**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Most pupils are achieving well.
- Overall, teaching and learning are good.
- Pupils are enthusiastic and try hard.
- Provision for pupils with autistic spectrum disorders in the secondary special class is unsatisfactory.
- The use of alternative communication aids is inconsistent.

### **Commentary**

55. Achievement and progress is good for pupils of all ages in all areas of English with the exception of pupils with autistic spectrum disorders in Years 8 to 13. This is because the teaching and learning of these pupils are unsatisfactory.

56. Most pupils listen attentively and communicate via the spoken word, by signs or by the use of symbols. Staff are excellent role models, speaking clearly and precisely and listening to pupils patiently so pupils are encouraged to share their views and knowledge or make their needs known. This is particularly important for pupils with autistic spectrum disorders and in the primary special class this is done well. Staff restrict instructions to as few words as possible and usually include the pupil's name using familiar phrases so pupils' attention is gained. For example "work time" and "one, two, three, my turn". In the secondary special class, communication is not so clear and sentences are often too complex for pupils to quickly understand. They do follow instructions, particularly in one-to-one working where, for example, they will hand over colours accurately. Throughout the school, the use of alternative means of communication is inconsistent, restricting achievement when there is potential for further development. More able pupils in Years 1 and 2 take it in turn to sing the 'hello' song to greet peers in the morning and they listen carefully to instructions. Very good use of a puppet helped non-verbal Year 6 pupils understand the difference between 'cross' and 'sad'. Good support from the speech and language therapist helps develop pupils' language and articulation of sounds and words. Teachers question well, requiring more able pupils to answer in full sentences and encouraging some pupils to use communication books. Pupils enjoy using language, as was clearly seen in a Year 9 lesson when boys and girls identified rhyming couplets and read poems aloud with enthusiasm, understanding and expression. Opportunities for discussion not only develop language but promote social and moral values, for example as pupils in Years 10 and 11 debate issues surrounding asylum seekers or fox hunting. Year 12 to 14 students develop and use language well, for instance as they meet and greet guests at a coffee morning.
57. Pupils enjoy reading stories. They have plenty of books to choose from although they are not all in good condition and not always age appropriate. This was a deficiency noted during the previous inspection and is to be remedied through a bid for funding which has been successful. Pupils with autistic spectrum disorders in the primary special class match words and pictures and enjoy the repetition in the story poem of *There was an Old Woman who Swallowed a Fly*. More able pupils in Years 1 and 2 know letter names and sounds and begin to build up three letter words. Pupils of all abilities in Years 5 and 6 anticipate words and phrases with glee, some beating the rhythm of the story on drums, as they share the thrill of *The Bear Hunt*. Teachers' enthusiasm for literature is conveyed well so that older pupils continue to enjoy poetry and classics such as Shakespeare and J.B. Priestley. Pupils in Years 10 and 11 read information from texts with concentration, the teacher reinforcing language through the use of signs and symbols. Students in Years 12 to 14 enjoy the challenge of reading aloud, especially as part of a group, but have insufficient reading materials suitable for their age and interests.
58. Achievement in writing is good because of the regular opportunities pupils have to record their ideas and knowledge. However, it has rightly been identified as an area for school development so that a consistent approach to handwriting can be implemented and alternative means of recording established more regularly. Pupils in Years 1 and 2 explore making marks on paper using a range of writing implements. They trace over patterns and letters and learn to form individual letters and write their name. Pupils with autistic spectrum disorders in the primary special class also trace over letters and they improve their skills in control through activities such as threading small beads. Good links between phonics and writing helps more able pupils in Years 5 and 6 develop spelling strategies. Other pupils dictate sentences to scribes, pointing out where capital letters should be used. As pupils move through the school they write for an increasing range of purposes. Good opportunities for extended writing have resulted in pleasing imaginative work. Using a poem as stimulus, one boy in a Year 7 to 9 class wrote 'When I wake up in the morning I feel lazy as a lion. I picture myself in an African village...in a soft green land.' The occasional over use of worksheets constrains some work, particularly for pupils with autistic spectrum disorders in the secondary special class. National accreditation of work proves motivating for pupils in Years 10 and 11, for example, as they prepare play scripts or compile stories demonstrating

their understanding of Romeo and Juliet. Older students make leaflets related to local places of interest and use writing for practical purposes such as contributing to annual reviews.

59. Teaching and learning are good overall, although there is a range from excellent to unsatisfactory. This shows an improvement since the previous inspection. Teachers are enthusiastic and positive, treating pupils with a high degree of respect. Subject knowledge, including knowledge of the National Literacy Strategy, is good. Learning support assistants are used very effectively, contributing significantly to pupils' learning. Very good relationships between staff and pupils enable humour to be shared and for challenging work to be tackled willingly. For example, Year 12 to 14 students used cartoons depicting the major characters in *A Midsummer Night's Dream*, and wore labels to remind them which part they were playing, which helped them understand the complexities of the plot. Where teaching is very good, teachers plan a suitable range of activities designed to meet the needs of all pupils and related very well to individual targets. Teachers use praise well so pupils want to please.
60. The activities planned for the Year 8 to 13 class for pupils with autistic spectrum disorders lack clear structure. They are not always age appropriate and resources are not readily to hand. Additionally, insufficient use is made of symbols in their activities to reinforce communication and to remind pupils consistently of their next activity.
61. Overall, assessment is satisfactory with clear links of targets on annual reviews and statements to individual education plans. The writing of measurable targets is improving. Not all annual reports give parents sufficient information about pupils' strengths and weaknesses in the three areas of English.
62. Leadership and management are satisfactory. The co-ordinator is new to the role and her responsibilities are slowly evolving. She is a good role model through her own teaching and subject knowledge and has worked positively with the advisory team to identify clear areas for development. These rightly include the greater use of communication aids, a common approach to handwriting and an audit of resources. The role of monitoring and evaluating the subject is growing. The curriculum is good for pupils in Years 1 to 6 and satisfactory for older pupils. It is not sufficiently enriched by opportunities such as observing live performances, regularly participating in drama or meeting poets and authors. Overall improvement since the previous inspection is satisfactory.

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

63. There are good and improving opportunities for supporting language and literacy in all areas of the curriculum. Pupils' ability to share their knowledge, ideas and feelings in lessons is enhanced by the use of signing and symbols. However, this is still an area for further development to enable consistency. Staff identify key technical words used in their lessons very well and encourage pupils to use them. For example, pupils speak of fonts, icons and formatting as they develop ICT skills and in science they discuss energy sources and reaction times. Pupils develop reference skills as they consult books and photographs or the Internet in history, and then record their findings by writing, word processing or drawing. Pupils record their likes and dislikes for their records of achievement. Older pupils use word processing skills to write newspaper articles concerning their very successful Red Nose Day during PSHE and citizenship lessons.



## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Staff knowledge of how to teach pupils with autistic spectrum disorders is very good in Years 1 to 6, but is unsatisfactory in Years 7 to 13.
- Much teaching and learning is of very high quality but some is unsatisfactory.
- The quality of the curriculum and assessment varies sharply between classes.

### Commentary

64. Provision in mathematics, especially in teaching and learning, varies considerably between excellent and unsatisfactory. Teaching and learning are good but achievement overall is satisfactory, and not more than this, largely as a result of shortcomings in provision for some pupils with autistic spectrum disorders and in the planning of what is taught in mathematics across the school. These shortcomings have an adverse effect in Years 7 to 11 but, overall, achievement is satisfactory. Weaknesses are more marked in Years 12 to 14 where achievement is unsatisfactory.
65. Achievement in mathematics for pupils with autistic spectrum disorders presents a mixed picture across the school because of wide variation in the expertise used in teaching. In the primary special class for pupils with autistic spectrum disorders, well tried and tested methods are firmly embedded, leading to very good teaching and learning. Work routines are reinforced very effectively with pupils responding to cues on when to begin and finish an activity. This is very effectively supported with symbols and objects of reference. Some of these methods are also used with immense success in the class of pupils in Years 1 and 2. As a result, in both classes, communication with pupils is very effective in eliciting positive responses, especially in behaviour, and they achieve very well. Discussion and questioning are skilfully pitched and secure pupils' good understanding. Pupils are clear on expectations and, while they find it hard to concentrate, they sustain their efforts and complete tasks. In the primary special class, pupils focused very well on exploring objects and learnt vocabulary for different spatial relationships such as being 'in' 'under' and 'beside' each other. In the Years 1 and 2 class, because tasks were very well planned and prepared, learning was very good as pupils managed, largely independently, a series of tasks building on their counting skills and number recognition.
66. The approaches to teaching pupils with autistic spectrum disorders are not developed sufficiently as a coherent framework in Years 7 to 13. In the special class, pupils' achievement is unsatisfactory. While teaching lacks planning at times, staff work diligently, have some good interactions and occasionally gain positive responses from pupils. However, communication is not effective as the links between verbal instructions and their reinforcement with symbols is not strong. This leads to difficulties for pupils in settling well and completing tasks. As routines are not as clearly demarcated, pupils are not secure on expectations and this sometimes exacerbates their challenging behaviour. Lesson planning is not detailed enough. Pupils' work is not defined sufficiently and all the resources pupils will need are not planned and prepared in advance. Beyond this class, other pupils with autistic spectrum disorders are closely supported, although the strategies used in helping them learn sometimes lack a refined enough understanding of these pupils' needs.
67. As well as strengths needed for working with pupils with autistic spectrum disorders, where this is required, the mixed picture of teaching and learning is partly determined by the different levels of mathematical expertise of teachers. In the lessons where teaching and learning were excellent or very good, considerable knowledge and very effective use of the National Numeracy Strategy combined with a good knowledge of each pupil were key factors in pupils succeeding to learn. These translate into extremely imaginative activities that are a very good

match to pupils' capabilities. Lower attaining pupils from Years 7, 8 and 9 counted the sound of beads dropping one by one. They each held a number line to keep a tally, which made the visual link between a counted number and its numeral. The need for pupils to listen very attentively and keep count meant they were challenged fully and learnt very well. Unsatisfactory teaching lacked these characteristics because lesson activities were planned and prepared inadequately. Students in Years 12 to 14, having been set a challenge to measure the capacities of different containers were not given all the equipment they needed to do this and therefore achieved very little.

68. The planning of what is taught and the assessment of progress across the school in mathematics is not developed in enough detail to match the demands of pupils' needs and the wide age range in classes. Unsatisfactory assessment of Year 12 to 14 students' numeracy skills, particularly their use of money, leads to targets that are not focused well on what students need to do to improve. These are a weakness of which the school is aware and are being tackled with satisfactory leadership and management. The ability grouping in Year 7 to 11 offsets much of what is lacking in a scheme of work (plan of what is to be taught from year to year) and achievement is often good in these groups. However, where teachers plan separately, this leads to some imbalances in what is covered in lessons, which is most apparent in the work of some Year 10 and 11 pupils as well as students in Years 12 to 14. Number is prominent in pupils' work across the school but in some classes shape, space and measure is under-represented and, more often, not enough is taught about data handling. Very limited use is made of ICT in mathematics and this adds to pupils' lack of progress in data handling. Improvement since the last inspection is unsatisfactory, as the shortcomings pointed out then in assessment and the use of ICT have not yet been addressed adequately.

### **Mathematics across the curriculum**

69. The use by pupils of their mathematical knowledge and skills in other subjects is satisfactory but limited across the school by the extent to which opportunities have been explored and developed. The many counting and measuring activities that occur naturally in subjects contribute to pupils applying skills in a variety of contexts. In physical education, for example, Year 10 and 11 pupils estimated the distance they threw the hammer although a good opportunity for them to measure and record their times was missed. While not consistent across the school, many teachers find opportunities throughout the day for pupils to address their numeracy targets. The chance to count arises in the course of reading stories and in music when pupils are singing.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Good teaching ensures that pupils make progress and achieve well but older pupils with autistic spectrum disorder do not do as well.
- The teamwork of teachers and learning support assistants ensures that pupils are all involved in activities in lessons.
- Pupils' enjoyment of lessons leads to an improvement of concentration and observational skills.
- The involvement of pupils in setting and judging their own targets is not consistently applied.

### **Commentary**

70. Good subject expertise is used well to plan very interesting and stimulating lessons that include practical activities which are suitably difficult. This results in good overall achievement. Staff work well together and know how to support pupils to learn effectively. Discussion at the beginning of each lesson ensures all pupils know exactly what they have to do. As a result, their confidence increases and they develop good skills in observing and finding out what

happens, such as, when they heat a selection of foodstuffs to illustrate food as energy. Because lessons are interesting, pupils also enjoy what they do. In Years 1 and 2, pupils explore and investigate their environment using water play, floats and bubbles. They experience forces with push and pull toys. Staff are very aware of the need for basic skills to be developed to increase pupils' curiosity. For example, a group of pupils with autistic spectrum disorders in the primary special class are developing curiosity when they are introduced to magnets and explore the different materials that magnets "like or do not like". By Year 6, pupils are able to experiment, for example, with sound production to make very effective megaphones. These pupils can predict which tube will produce the loudest noise. They are able to produce basic records of their findings.

71. The classes for pupils in Years 7 to 9 are taught in ability groups, as are Years 10 and 11, which ensures that individual special needs are met effectively. The staff work very efficiently with these arrangements and most pupils succeed well. However, the teaching of secondary age pupils with autistic spectrum disorders does not always provide enough firm, well established routines. As a result, they do not make the progress they should.
72. One feature of the work for pupils in Years 7 to 9 is the strong link made with PSHE and citizenship. Each group follows work on the environment, pollution and recycling. They concentrate well when using the Internet to find out about land fill; use scientific words correctly when selecting which materials are to be recycled. The least able group "follow their noses" when investigating compost, they respond well to the lively question and answer sessions. In Years 10 and 11, pupils work towards a satisfactory number of awards. These are constantly under review. In experimental work on energy they watch carefully when staff show how food burns. They use everyday food labels for finding energy clues, carry out experiments carefully and measure and compare results well. They begin to predict more accurately and a number are learning to evaluate their own work. Good activities help to reinforce basic scientific principles effectively.
73. The environment is used well to teach science. The conservation area is a very ambitious venture and pupils find the television showing the camera in the bird box, fascinating. The specialist science accommodation is satisfactory. Although the exterior of the building is in poor shape, the good quality of the interior is a result of very careful planning. It is very well equipped to provide a mixture of practical and theoretical work and contributes well to pupils' enjoyment and success in their learning.
74. The subject is well managed by an experienced subject specialist. The planning and vision of the future of science in every subject is a strong indicator of quality. There is time being made available for working with colleagues in the primary department to evaluate how effectively science is taught. However, the involvement of pupils in the setting of their targets is not applied by each group; when it is used, pupils take a greater interest in how well they are doing. Improvement since the previous inspection is good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are often making rapid progress in their lessons due to the improved quality of teaching and learning.
- A scheme of work (plan of what is to be taught from year to year) and subject documentation has been developed which gives a clear framework for the learning of pupils.
- The progress made by pupils in the special class for pupils with autistic spectrum disorders in Years 8 to 13 is unsatisfactory.
- The ICT suite is well used by all pupils.
- There is not sufficient use of ICT in other subjects.

## **Commentary**

75. Pupils' achievement is now satisfactory in ICT and their progress in lessons is often good and at times very good which is a good improvement since the previous inspection. This reflects the increasing confidence of many staff following an audit of skills and training and the better use made of the skills of many of the learning support assistants. Also, teachers plan from a clear scheme of work which builds pupils' knowledge and understanding systematically. Pupils are familiar with logging in procedures and many by Year 2 are able to select programs they need. By year 6, they are selecting fonts and experimenting with a range of effects. Older pupils in Years 7 to 9 learn to use databases and more advanced programs to design their own work. In Years 10 and 11, pupils' ICT skills improve as they learn to use programs such as Power Point. Teachers are careful to plan activities that pupils will find relevant, for example, challenging pupils to produce a presentation about themselves that could be used in a job application. However, pupils with autistic spectrum disorders in the secondary special class do not make the progress they should because methods are inappropriate: taking the whole class to the ICT room is not making the best use of staff; work is not matched to the broad age range within the group; the teacher has to spend too much time sorting out difficulties for pupils so several pupils make very little progress. There are good opportunities for accreditation in ICT as part of the new ASDAN course 'Using a Computer' and also for the more able pupils, the Certificate of Achievement in ICT.
76. The quality of teaching and learning is good overall, but there is too much variation, ranging from excellent to unsatisfactory. While this relates to a certain extent to the levels of expertise of staff, the quality of lesson planning is also a significant factor. For example, the very detailed planning for a Year 9 class ensured they had interesting visual stimulus, an excerpt from a popular film, to start the lesson, providing ideas for them to use in their work. Several options of varying degrees of difficulty were provided for the activity which was selected to be challenging and purposeful. Additional support was well targeted to those needing help. Pupils were proud of their excellent work which included, from one pupil with autistic spectrum disorders, detailed freehand drawings of sharks, and from another pupil, psychedelic striped fish in a Picasso style. In another instance, students in the Year 12 to 14 class learnt little when planning was superficial and the activity was skill-based rather than relating to a specific task using the skills. Interest was difficult to sustain and a few stopped work all together.
77. The leadership and management of ICT are satisfactory. The headteacher is temporarily in the co-ordinating role in readiness for a new co-ordinator to take over shortly. Much has been achieved, including networked computers, the employment of a technician and the introduction of pupil self assessment sheets. As part of the school improvement plan, the subject has high priority to improve further. The ICT suite is located in the secondary part of the school and this resource is used well; pupils from the primary part of the school walk over for lessons and the facility is not often unused.

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

78. The use of ICT in other subjects is unsatisfactory because it is not used often enough. There are a few examples of work that has been presented using word processing in English, mathematics and history. There are instances of the Internet being used to research information, although at times the level of complexity of the material is too difficult. A very good use of ICT skills in French involved pupils sending e-mails to pupils in a school in France. There are not enough aids, such as simple communication equipment or more sophisticated technological items, to adequately support pupils with communication difficulties, and few were seen in use.

## HUMANITIES

79. Three lessons of religious education, two of geography and one of history lesson were seen during the inspection. In addition, samples of work from a representative group of pupils were scrutinised and discussions held with key staff.
80. The work and lessons seen in **geography** indicate that teaching is well planned and builds on pupils' own experiences. A lesson for Year 7 pupils, for instance, drew on a visit to the locality to enable pupils to understand the main commercial and physical features of Nailsea. A lesson where teaching and learning were very good for pupils in Years 1 and 2 used pictures and artefacts such as seashells to help pupils understand the nature of the shoreline. Pupils' work shows that more able pupils in secondary classes use the Internet to find out about current geographical phenomena such as earthquakes. However, in some cases, pupils reproduce large amounts of text from websites without being sufficiently selective.
81. The newly-appointed subject co-ordinator is approaching his responsibilities with enthusiasm and commitment.
82. In a Years 3 and 4 lesson in **history**, pupils listened attentively to the teacher whilst he read a story about the Vikings. The teacher managed pupils well and asked simple questions which demonstrated that most pupils understood the basic outline of the story. Work showed well-planned teaching activities which enabled pupils to distinguish 'old' from "new" pictures and artefacts. Less able pupils and those with autistic spectrum disorders describe their weekend news and record brief facts. More able pupils compare present-day medicine with that of a hundred years ago. A few pupils produce examples of extended historical writing which enhance their literacy skills.
83. The quality of assessment varies from class to class. Some teachers complete detailed and accurate records of what pupils know and understand, and involve pupils in this process. In other classes, assessment is as yet insufficiently developed. The new emphasis given to subject leadership offers the opportunity to improve provision in history.
84. In the three lessons seen in **religious education**, the quality of teaching and learning were consistently good. Well-planned activities such as a visit to a local church and a role play of the story of Jonah help pupils to relate religious themes to their own experiences. Older pupils are encouraged to discuss different ways in which news is reported, which the teacher cleverly links to information about the life and beliefs of the late Pope. Work in pupils' books shows similar techniques, for example, linking the flooding of Boscastle to the question of suffering. Pupils in Years 1 and 2 show how a treasure hunt of the school helped them to understand the idea of "discovery".
85. Pupils have good attitudes to learning. Calm and authoritative teaching helps them to work with sustained effort and concentration, for instance in acting out the experience of Jonah inside the whale. More able pupils, especially in Year 9, produce some extended writing on the life of Jesus and gospel stories which show that they take a pride in their work. Pupils in Years 5 and 6 show a basic understanding of key religious symbols and produce colourful drawings to illustrate Divali. The 'Wider World' module of the work of students in Years 12 to 14 provides good opportunities for them to gain an understanding of a range of faiths through visiting places of worship such as the Jamia Mosque in Bristol.
86. The curriculum fully meets the requirements of the Agreed Syllabus for pupils across the age range of the school, and monitoring arrangements enable the subject's leader to support colleagues well. Opportunities to visit places of worship extend and enrich the curriculum. New arrangements for assessment have yet to be implemented.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

87. Four lessons were seen in art and design, two in design and technology, three in music and two in physical education.
88. Displays of pupils' work, lesson plans, discussions with the headteacher and the lessons seen in **art and design** show that pupils have not had the opportunity to study the work of artists from a wide range of cultures. As a result, the contribution to pupils' spiritual, moral, social and cultural development is unsatisfactory. Pupils learn to use a satisfactory range of media. In Years 1 and 2 they experiment with a range of tools to imprint clay and in Years 3 to 6, they draw, print and dye fabrics. During Years 7 to 9, pupils study the painting of the Mona Lisa, then look closely at their partner's face and draw what they see. Art forms part of the Creative Arts and ASDAN curriculum for pupils in Years 10 to 14. This provides a good creative experience for them. For example, with encouragement, students make pictures using different size texts and newsprint devising interesting patterns and effects.
89. In the lessons seen, the quality of teaching and learning were good, and in one instance, very good. This was in a lesson for pupils with autistic spectrum disorders in the primary special class. Language development was particularly good as staff talked with pupils rolling clay, smoothing it flat and making patterns in the shape. Symbol cards reinforced spoken instruction and cheerful staff motivated pupils well. However, displays of work around the school are disappointing showing a lack of individuality and flair. The secondary art room is a very good, light room but tables are at fixed heights and unsuitable for those using wheelchairs.
90. In **design and technology** the subject of food studies is well developed but pupils have few opportunities to work with resistant materials. Pupils in Years 1 to 6 make models from construction kits and develop cutting and sticking skills, for example, to make Christmas or Easter cards. Good displays of work, combined with discussion with the co-ordinator and scrutiny of lesson plans, suggest that pupils are making good and at times very good progress in Years 7 to 9. They design and make gift boxes and moving vehicles and identify essential features in pencil cases before making their own. A well planned lesson ensured pupils had to listen very carefully to instructions before tasting and evaluating a range of Cornish pasties, recording their preferences on a chart. Language and literacy skills are developed well as pupils write evaluations of their work and have opportunities for discussion; for example, pupils in Years 10 and 11 considered a variety of forms of packaging. Students in Years 12 to 14 make a range of cakes with the help of a volunteer from the community. They regularly shop for, cook and serve their meals as part of their ASDAN course.
91. The co-ordinator is new to the role. Good links have already been developed with a nearby specialist secondary school and recent training has enhanced other areas of the subject such as computer aided design. Assessment has rightly been identified as an area for improvement. While the accommodation and resources are good for food studies, they are unsatisfactory for the workshop provision. The area is open plan, in need of decoration and there are no height adjustable benches or resources, such as tools, adapted for those with physical disabilities.
92. In the lessons seen in **music**, teaching and learning were mainly satisfactory but in one lesson they were unsatisfactory. On the whole, activities interest pupils. The Year 1 and 2 class enjoyed making loud and quiet sounds. Pupils did not respond as well in moving to music as they were not shown how to do this and the space available for movement was too small for the whole group. In another lesson, the subject leader for music created an excellent rapport with Year 7, 8 and 9 pupils leading them expertly into an imaginative exploration of eerie sound effects for a song about a haunted house. However, the teacher did not anticipate the difficulty pupils encountered with the complex language of the lyrics and this slowed the pace of learning. Where teaching and learning were unsatisfactory, activities were not planned out in enough detail and not approached effectively to cope sufficiently with the demands of the combined classes. The lesson did not get off to a settled start, although

the whole group took part well for a short period in making rhythmical sounds. However, pupils were not managed effectively and by the time they were set to work in small groups to compose, several had lost interest and disrupted the lesson.

93. More widely, music makes a good contribution towards pupils' participation in the arts. There is a school choir and interested pupils learn to play the recorder and keyboard. The choir and instrumentalists perform regularly in school productions and in a summer concert with a local secondary school. Musicians also visit occasionally to perform and to lead workshops.
94. Teaching and learning in the lessons seen in **physical education** were good. Pupils in Years 1 to 6 go to the local swimming pool for swimming lessons. Lessons are well organised in terms of the use of time and pupils' health and safety. Pupils are divided up according to their competence in the water and appropriately challenging exercises are planned, either for building lower attaining pupils' confidence or for teaching higher attaining pupils swimming strokes. The many adults accompanying pupils supervise water activities well. However, insufficient support was given to a pupil with autistic spectrum disorders who was disturbed by the noise levels and, being upset, was left out of the learning opportunities planned.
95. Athletics practice for pupils in Year 10 and 11 was planned effectively. Activities began well with a discussion of what pupils had already learnt about running and this set the scene for a successful lesson. Good physical education expertise meant each pupil was coached well on improving their running technique and this was tested in timed runs to show that pupils bettered their performance. A good opportunity for pupils to measure and record each other's times was missed. However, in the subsequent hammer throwing exercises pupils were encouraged to estimate the distance they achieved.
96. The subject leader is planning to enrich the physical education curriculum with a broad choice of sports. Currently opportunities are unsatisfactory. Pupils take part in an athletics award scheme and gain swimming awards. They have participated in events organised by the Community Leaders Sports Award scheme. Students in Years 12 to 14 have more adult activities; they go swimming, use a gym at a local sports centre and play golf at the golf club.

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

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

### **Main strengths and weaknesses**

- Pupils' achievement in PSHE and citizenship is good.
- There is a very good range of experiences which ensure that pupils learn effectively.
- Teaching and learning are consistently good.
- PSHE and citizenship are taught across the wider curriculum.
- Pupils' successes are rewarded through a range of awards.

### **Commentary**

97. Pupils and students do well in PSHE and citizenship, which is a satisfactory improvement since the last inspection. They build their knowledge and understanding through specific lessons where teachers use well thought out and sequenced plans to ensure that what is taught is made interesting and well focussed. Additionally, pupils learn from other subjects such as science, where they are taught about safety and the environment as well as the social implications of pollution and drugs. By Year 2, pupils develop social skills through song and pictures; they learn in well managed, controlled activities. They take turns and tidy up after drinks. Pupils enjoy their sessions, especially those with music. Pupils with autistic spectrum disorders in the primary special class learn to interact in small groups, usually with verbal support from staff. They become familiar with the routine of the day. Pupils in Year 6 are able to express their feelings about bullying and they know about people who help. These

pupils have exciting lessons with the local community police and as a result they learn not to fear the police.

98. In Year 9, pupils develop an awareness of the needs of others. For instance, during an activity in the playground they show a sensitive awareness of the dangers for the primary pupils. Another group worked towards improving the area by clearing parts of the conservation zones. Pupils use skills from other subjects when mapping their ideas to help others enjoy the garden. The lessons are well managed by skilled staff, who use pupils' previous learning efficiently to build new knowledge and understanding. Staff ensure that all pupils contribute to lessons and assist in communication and interaction. Pupils with autistic spectrum disorders in the secondary special class improve their social skills well during PSHE related sessions: They sit as a group and respond appropriately to staff requests during their 'breakfast time'. Throughout Years 10 and 11, pupils are helped to become more aware of their responsibilities within the school and, as they get older, in the community. They begin to look at work options and are given opportunities to discuss employment issues with workers. Work experience and careers advice are also developed to ensure that pupils do not leave school without having tried work placements. Pupils willingly take places on the school council to help the smooth running of the school. Other pupils try to improve the environment, clearing and planting gardens with flowers. Skills in PSHE and citizenship are at the front of planning for many activities. Pupils with autistic spectrum disorders in the secondary special class have good routines at snack times where they learn social and life skills. They are encouraged to take turns, prepare their own food and wash and dry up afterwards.
99. Pupils' successes are rewarded through the skilful use of praise for individuals; this establishes opportunities for individuals to celebrate when they do well. Good management ensures that these activities extend to every class and age group. Pupils and students have opportunities to celebrate success in personal development for example. Younger pupils have rewards in 'Golden Time'. When they are older, pupils follow courses leading to awards and certificates of achievement such as the Certificate of Achievement in life skills and first skills programmes and the ASDAN 'Transition' course. Students in Years 12 to 14 have many opportunities to continue making good progress in PSHE and citizenship through activities relating to their ASDAN Towards Independence course and social occasions such as the coffee morning they organised for parents of present and prospective pupils in their class. They learn about self-help skills, healthy eating and developing their social lives as well as about personal safety, their rights and the impact of the media.
100. Learning support assistants and teachers work very well together; support assistants are very well deployed and they use their knowledge and understanding of pupils to help pupils considerably, for example to explain about careers or to help them to concentrate. This contributes to the high quality of teaching and learning.
101. The co-ordinator leads and manages the subject well and has planned a good curriculum. At present, the teaching of citizenship in all subjects is not yet mapped to ensure that pupils build on their learning, as they do in science. However, priorities for all subject leaders include planning for PSHE and citizenship in every subject. To add further breadth to pupils' experiences, a range of contacts with the local and wider community are planned. Resources are well used to enrich and to illustrate the many themes and topics.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

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

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