

INSPECTION REPORT

Glendene School
Peterlee

LEA area: Durham

Unique Reference Number: 114346
Inspection Number: 67039

Head teacher: Mr E Baker

Reporting inspector: Mr M Whitaker

Dates of inspection: 1 – 5 November 1999

Under OFSTED contract number: 708332

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
Type of control:	County
Age range of pupils:	2 – 19 years
Gender of pupils:	Mixed
School address:	Crawlaw Road Easington Colliery Peterlee County Durham SR8 3LP
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Appropriate authority:	The governing body
Name of chair of governors:	Mr I Prescott

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M Wright	Special educational needs Areas of learning for children under five Design and technology Art	
P Hall	Science History Geography	Attitudes, behaviour and personal development The curriculum and assessment
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P Isherwood	Religious education Mathematics Information technology Equal opportunities	Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- Very good leadership and management are provided by the head teacher who is well supported by the deputy head teacher and governors. As a result the school has made a very good start so that children, pupils and students are making good progress in the short term.

- The school has a very good ethos where pupils and students have very positive attitudes to learning and behave very well. There is a strong commitment to raising attainment and improving the quality of education. Relationships are very good.

- The quality of teaching is predominantly good. This has a very positive effect on the progress pupils' make.

- The provision for spiritual and social development is very good and this enhances pupils' self-esteem and confidence enabling them to make progress.

- Links with the local community, including mainstream schools and the college of further education, are very good. These enrich the opportunities provided for pupils.

Where the school has weaknesses

- I. Progress in information technology is unsatisfactory because control and measure elements are not effectively taught.

- II. The school cannot ensure that pupils build consistently on their learning as they move through the school because they do not yet have coherent schemes of work in many subjects. As a result the curriculum is not fully balanced.

- III. Assessment of pupils' progress cannot be effectively used for curriculum planning because of the lack of schemes of work.

- IV. The school development plan does not have clear targets linked to the expected effect of developments on pupils learning. It is difficult for the school to evaluate its impact.

- V. Procedures are not in place for subject co-ordinators and governors to monitor and evaluate curriculum development and teaching.

- VI. Financial implications of developments are not sufficiently detailed to enable the school to determine the value for money of changes.

- VII. Procedures for monitoring attendance are unsatisfactory because reasons for absence or lateness are not consistently or accurately recorded.

- VIII. There are some omissions from the Governors' Annual Report to Parents and the School Prospectus.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' Action Plan to be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school is a new school and has not therefore been previously inspected. A very good start has been made in establishing the school following the closure of two previous schools, the broadening of the range of special educational needs and a growth in pupil numbers. A very positive ethos has been created based on a determination to raise educational standards and the quality of education in the context of a caring environment. As a result of the developments already made pupils are making good progress.

Because of the clear strategies in place and the high standards of leadership and management the school is well placed to continue its good development.

Whether pupils are making enough progress

Progress in:	By 5	By 11	By 16	By 19		Key
Targets set at annual reviews or in IEPs*	B	B	B	B		
English:						
Listening and speaking	B	B	B	B	<i>very good</i>	A
Reading	C	C	C	C	<i>good</i>	B
Writing	C	C	C	C	<i>satisfactory</i>	C
Mathematics	C	C	C	C	<i>unsatisfactory</i>	D
Science	C	C	C	-	<i>poor</i>	E
Personal, social and health education (PSHE)	B	B	B	B		

**IEPs are individual education plans for pupils with special educational needs*

As the school is new progress can only be judged over a short period of time. Nevertheless pupils and students have made equally good progress with no significant differences between age groups, gender or particular levels of attainment. However there are some differences between subjects and between different aspects of some subjects, for example, progress in information technology is unsatisfactory overall, whilst progress in English is good in speaking and listening and satisfactory in other aspects. Progress in investigative and experimental aspects of science is currently limited. Very good progress is made in pupils' understanding of living processes, particularly in Key Stage 3. Children aged under five make good progress in all areas of learning and all pupils make good progress in relation to their individual targets. Good progress has been made in all year groups in religious education, music, art, design and technology, physical education and personal and social education. Secondary-aged pupils are making good progress in French.

Quality of teaching

	Overall quality	Most effective in:	Least effective in:
Up to 5 years	Good	Personal and social development	
5 – 11 years	Good		
11 – 16 years	Good		
Post-16	Good	Personal and social development	
English	Satisfactory	Literacy lessons in Key Stage 1	
Mathematics	Good	Numeracy	
Personal, social and health education (PSHE)	Good		

The quality of teaching is predominantly good. In the lessons observed 97 per cent were satisfactory or better; 71 per cent were good or better, 12 per cent very good or better, with 3 per cent being excellent and 3 per cent being unsatisfactory.

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in classrooms and around the school is very good.
Attendance	Attendance is good. Nearly all absences are associated with medical problems. Pupils arrive punctually to school and to lessons. Procedures for promoting attendance are unsatisfactory because recording of absence or lateness is not accurate.
Ethos*	There is a very good ethos. A positive climate for learning has been established, pupils have very positive attitudes to learning, relationships are very good and there is a strong commitment to raising standards.
Leadership and management	Very strong leadership and management has enabled the school to make a very good start. Formal systems for evaluating the work of the school are not yet fully developed and targets in the school development plan are not yet sufficiently linked to the intended effect on pupils' learning.
Curriculum	The curriculum is broad but not yet fully balanced. Coherent schemes of work to enable pupils to build on their previous learning are not yet in place. These are planned for in the school development plan.
Spiritual, moral, social & cultural development	Provision is good. Provision for spiritual and social development is very good and enhances pupils' self esteem and confidence.
Staffing, resources and accommodation	Good. The school is well staffed by qualified and experienced teachers and support staff. Accommodation is satisfactory: there are good features but an increase in numbers has meant that some specialist rooms are now used as class bases. Learning resources are satisfactory.
Value for money	Good.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

IX. Parents are very happy that their children like coming to school.

X. Parents are happy that they can easily approach the school with any questions or concerns and be listened to.

XI. Parents are pleased that the school involved their children in a wide variety of activities.

XII. Parents are pleased with the commitment of staff to their children's welfare.

What some parents are not happy about

XIII. A few parents are not happy with the school's arrangements for homework.

XIV. Parents are concerned that the provision of speech and physiotherapy's is too limited and that this is affecting the progress of their children.

XV. A few parents would like more consistency across the school over information on the curriculum.

XVI. Some parents are not happy that there are no arrangements for compulsory police check of transport escorts - but appreciate that the school has done what it can to tackle this issue.

The inspectors agreed with the largely positive comment of the parents. They also agreed that the school could provide clearer information about homework. The level of therapy support is not sufficient for the increased number of pupils and the wider range of special educational needs. More information could be provided about the curriculum and this could coincide with the development of schemes of work. The school has done what it can about police checks on escorts.

KEY ISSUES FOR ACTION

1. Ensure that pupils are able to build on their previous learning by:
 - (i) developing schemes of work in all subjects; (paragraph 37)
 - (ii) developing assessment procedures in line with the schemes of work so that results can be used to plan future work; (paragraph 42)
 - (iii) ensuring that all aspects of information technology are fully taught. (paragraphs 37 and 176)

1. Improve leadership and management by:
 - (i) developing the role of subject co-ordinators and governors to monitor and evaluate curriculum development and teaching; (paragraph 58 and 60)
 - (ii) ensuring that targets in the school development plan are more closely linked to the intended effect on pupils' learning so that progress can be evaluated; (paragraph 62)
 - (iii) Ensuring that the financial implications of developments are clear so that the value for money of improvements can be evaluated. (paragraph 62 and 73)

In addition to the above key issues the following less important issues should be considered for inclusion in the action plan:

- (i) improve the procedures for monitoring and recording attendance; (paragraph 51)

- (i) ensure that all the required information is included in the Governors' Annual Report to Parents and in the School Prospectus. (paragraph 55 and 63)

(ii) INTRODUCTION

(ii) Characteristics of the school

1 Glendene School is a County controlled day Special School for boys and girls aged between 2 years and 19 years, located in the South East of County Durham in Easington Colliery. The school opened in September 1998 following the closure of two special schools. It was located on the site of one of the schools following modifications and extension in April 1999. Until that time it had operated on two sites. Neither of the two previous schools had been inspected by Ofsted.

2 The school is approved for pupils and students with a wide range of learning difficulties, including profound and multiple learning difficulties, severe learning difficulties and moderate learning difficulties.

3 In addition the school also has designated provision for primary and secondary aged pupils with autism.

4 Initially the school was intended to cater for up to 80 pupils. There are currently 127 pupils on roll. The rapid growth in numbers has made management difficult and put some unexpected pressure on the accommodation.

5 The school has a very wide catchment area, covering the whole of County Durham. All pupils have statements of special educational needs identifying a wide range of learning difficulties. Attainment on entry is low.

6 With the exception of one pupil, all those currently attending Glendene School come from homes where English is the first language. Pupils come from a wide range of socio-economical backgrounds. Sixty-nine pupils are eligible for free school meals.

7 Provision for Year 10, 11 and Post-16 students is made in association with the local Further Education College in Peterlee. This enhances the curricular opportunities for these pupils and students.

8 The school aims to:

- (▪) Help each child attain a level of personal maturity which matched his/her chronological age as far as possible.
- (▪) Help each child attain a level of social maturity which matches his/her chronological age as far as possible.
- (▪) Help each child attain a level of behavioural maturity which matches his/her chronological age as far as possible.
- (▪) Help maintain, as fully as possible, each child's access to the community in which they live.
- (▪) Co-operate with the child's family.
- (▪) Co-operate with other Agencies which may be involved with the child or his/her family.
- (▪) Provide a safe environment (both physical and emotional) in which each child can grow and learn.
- (▪) Help children to enjoy their growing and learning experiences.
- (▪) Provide a curriculum appropriate to each child's developmental needs.
- (▪) Meet the various statutory requirements incumbent upon schools.

9 The present broad targets are:

- (▪) To continue curriculum development through the role of the curriculum co-ordinator and the refinement of the two year planning cycle to ensure a balanced curriculum for all pupils within a given timescale;
- (▪) To continue curriculum resourcing through a programme of systematic evaluation and monitoring of identified needs;
- (▪) To establish a rigorous staff development programme.

§

§ **10 Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	5
reporting year:	Absence	National comparative data	8
	Unauthorised	School	2
	Absence	National comparative data	3

§ **11 Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	2
	Permanent	1

§

§ **12 Quality of teaching**

Percentage of teaching observed which is:	%
Very good or better	12
Satisfactory or better	97
Less than satisfactory	3

§ **PART A: ASPECTS OF THE SCHOOL**

§ **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

§ **Attainment and progress**

13 It is inappropriate to judge the attainment of pupils for whom this school caters against national expectations or averages. The report does however, give examples of what pupils know, understand and can do. Judgements about progress and references to attainment take account of information contained in pupils' statements and annual reviews.

14 As the school is newly opened all pupils and students entered it at the same time. All pupils and students had low or very low levels of attainment and many were under-achieving. Progress can only be judged over the short-time in which the school has been open. Pupils and students make good progress with no significant differences between age groups, gender or level of attainment including those with moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and autism. Pupils of all ages make good progress in relation to the targets within their individual education plans. There are some differences between subjects and between different aspects of some subjects. For example, progress in information technology is unsatisfactory overall since the control and measuring aspects are not fully taught. Progress in word processing is satisfactory overall and good for some pupils.

15 Children aged under five make good progress overall in relation to the nationally recommended desirable learning outcomes, teaching is good and all areas are planned with a close match between the needs of the children and the task set. Students in the Post-16 provision make good progress and are prepared well for life after school.

16 In English pupils in Key Stage 1 make good progress and pupils in all other key stages make satisfactory progress. Progress in speaking and listening is good throughout the school. The positive ethos, quality of relationships and behaviour has created a climate where pupils' confidence has developed. As a result they are increasingly willing to speak publicly, share ideas and listen to the views of others. In Key Stage 1 pupils make good progress in sitting still, listening and concentrating. They take part in songs, respond to their names and begin to take turns. The use of symbols and the introduction of signing is helping pupils with autism to develop understanding and enabling them to take a more active part in group work. In Key Stage 2 developing confidence enables pupils to answer questions and higher attaining pupils describe the weather or where they are going. Some initiate conversations to describe what they have done. In Key Stage 3 they increasingly talk freely with each other for example when discussing television programmes. By Key Stage 4 some pupils can give short talks, structuring what they say, for example when a pupil gave a talk on fishing.

17 Progress in reading is satisfactory throughout the school except in Key Stage 1 where it is good. Here the introduction of the literacy hour has had a marked effect. In all key stages some pupils become fluent readers, but lower attaining pupils with significant special needs make slow progress. In Key Stage 1 pupils enjoy touching books, treating them carefully and matching pictures to objects and then pictures to words. Higher attainers know that words convey meaning and all pupils can find pictures of animals after listening to sounds. By Key Stage 2 the majority recognise their own name and can give the correct sound for letters. All enjoy books and higher attainers are beginning to read texts and recognise rhyming words. In Key Stage 3 some are becoming competent readers although a few lower attainers are still working on learning individual letter or words. The majority recognise days of

the week and months whilst lower attainers recognise symbols for the weather. Higher attainers in Key Stage 4 have progressed to reading for pleasure whilst lower attainers have a limited sight vocabulary and can read and spell individual words.

18 Progress in writing is satisfactory and good in Key Stage 1, when attainment benefits from the introduction of the literacy hour. Pupils develop their ability to hold pencils correctly and can use a variety of different writing tools. Lower attainers develop from making marks on paper to drawing circles and straight lines whilst higher attainers can copy writing with some of them forming letters independently. By Key Stage 2 most pupils can produce legible print and higher attainers begin to write independently. By Key Stage 3 most pupils are beginning to understand the use of writing for different purposes. They have written postcards and letters. Higher attainers produce extended pieces of writing using full stops and capital letters correctly. Use of punctuation is extended in Key Stage 4 where higher attainers write imaginative stories which include the use of speech marks. Progress for pupils with profound and multiple learning difficulties is satisfactory in English. They use a wide range of strategies to communicate and staff are skilled in recognising each individual's method. In reading they show recognition of different stimuli such as colour or texture. Progress in writing skills is developed through reaching and grasping objects.

19 Pupils make satisfactory progress in mathematics. Good progress is made in the use of number and in shape, space and measures. Progress in data and using and applying mathematics is satisfactory. Pupils with profound and multiple difficulties in Key Stage 1 develop their ability to respond to shapes and colours whilst higher attainers sort items to make sets and learn to count to 10 by rote. Satisfactory progress continues throughout Key Stage 2. Pupils with complex difficulties begin to respond to mathematical terms referring to quantity by using phrases such as "all gone". Higher attainers improve their ability to produce simple block graphs, for example, about their favourite fruits. They learn to identify a half and a quarter. Some tell the time to the hour and half-hour. In Key Stage 3 satisfactory progress continues. Higher attainers begin to add numbers using hundreds, tens and units whilst those with complex needs learn to handle money when shopping for a food technology lesson. In Key Stage 4 higher attainers can write four digit numbers and the highest attainers use brackets to solve problems. They learn to measure accurately in centimetres and millimetres. Pupils with complex needs learn to point to specific numbers and to follow fingers when matching shapes.

20 Pupils make satisfactory progress in science although this is currently within a relative narrow science curriculum. This is because the school has not yet reached all the attainment targets. In Key Stage 1 pupils develop their sensory awareness when working with changes in light and texture; they make progress in understanding the properties of objects which float or sink. In Key Stage 2 pupils extend their knowledge of properties of water when heated or when soluble materials are introduced and in Key Stage 3 knowledge and understanding of living things is extended when grouping things into plants or animals. In Key Stage 4 pupils develop their understanding of environmental issues and further develop their knowledge of the human body.

21 Progress in information technology is unsatisfactory. Pupils use information technology in a number of subjects and make satisfactory progress in communicating and handling information and good progress in word processing. However, the school currently neglects controlling, monitoring and modelling and as a result progress in these areas is poor.

22 In religious education in Key Stages 1 and 2 pupils make good progress in developing their knowledge of hymns and prayers and their understanding of the value of individuals. In Key Stages 3 and 4 pupils extend their knowledge of different religious festivals and can devise their own prayers making satisfactory progress.

23 In art, design and technology and physical education pupils throughout the school make good progress. Satisfactory progress is made in history and geography in Key Stages 3 and 4 and in geography in Key Stages 1 and 2. Insufficient evidence was available in history in Key Stages 1 and 2. In music progress is good in Key Stages 1 and 2 and very good in Key Stage 3. Secondary aged pupils

make good progress in French, although pupils with more complex and profound needs do not currently take the subject.

24 As the school is new progress over an extended period cannot be judged. However, there has been considerable progress in many areas since the school opened. Progress in literacy has enhanced pupils learning in Key Stages 1 and 2. Progress in numeracy throughout the school is a strong feature in mathematics.

§

Attitudes, behaviour and personal development

25 Pupils' attitudes and behaviour in and around the school are very good. The youngest children make very good progress in their social development in their first weeks in the school. They settle well and begin to accept each other, working and playing alongside other children. Older pupils show a developing maturity during college link-courses, by their responsible attitudes when working with farm animals. Lunchtimes are calm and pupils accept degrees of independence well, collecting and clearing meals sensibly, talking calmly to staff, each other and visitors. After meals they return to classrooms to collect coats before going out to play. Staff describe considerable progress in confidence in the playgrounds for many of the younger pupils in their short time at this school. This was very evident during the inspection.

26 Attitudes in lessons are predominantly good, and occasionally very good or excellent. Pupils listen to all staff well, working hard to follow instructions. They move to groups quickly when asked, and often collect and return resources independently and sensibly. Pupils enjoy their learning, trying hard, even in a minority of lessons where work is not sufficiently varied to match their range of needs. Pupils with profound and multiple learning difficulties show pleasure in response to light and tactile experiences, and show a commendable response to physical challenges. Students are developing a clear sense of appropriate behaviour in the classroom. When reprimanded for snatching a book, a pupil hands it back carefully, is thanked by the other pupil and earns a small round of applause from the others. The ability to concentrate for extended periods varies, particularly among younger pupils, but they respond well to prompts. Records and reports show good progress over time. Relationships between pupils and between pupils and staff are good. They are founded on trust and security. Progress in relationships is particularly noticeable among pupils with autistic tendencies.

27 Pupils respond well to opportunities to demonstrate responsibilities, ranging from personal mobility targets to work experience within the school working with younger pupils on shopping visits or in the sensory room. Relationships between older pupils of opposite sex are respectful. No evidence of bullying was seen. Pupils show good respect towards property and neither the new building nor the many displays of work show any signs of damage. There has been one permanent exclusion, and two temporary exclusions. This is a low number considering the recent development of the school, involving the integration of two previous school populations, together with additional pupils with more complex needs.

§

Attendance

28 Attendance at the school is good. The majority of the authorised absences are on medical grounds, although one pupil has recently had an extended absence abroad. Pupils are generally punctual to school and very punctual to their lessons when at school. The high percentage of unauthorised absences in the previous year related to a specific group of disaffected pupils. The marking of attendance registers in the school is unsatisfactory. It does not clearly and consistently define approved educational activities, the categories of authorised and unauthorised absences, or whether pupils are late to school.

QUALITY OF EDUCATION PROVIDED

§ Teaching

29 The quality of teaching is predominantly good. In the lessons observed it was satisfactory or better in 97 per cent of lessons, good or better in 71 per cent, very good or better in 12 per cent and excellent in 3 per cent. It was unsatisfactory in 3 per cent of lessons. There is no significant difference in the quality of teaching between subjects, key stages or with pupils of different special educational needs, including those with profound and multiple difficulties or autism. The best teaching was seen in Key Stage 3 where the teacher has great enthusiasm and uses a wide range of methods to stimulate and motivate pupils.

30 The quality of teaching for children under five, all of whom have autistic characteristics, is good. The teacher has a good understanding of the areas of learning for children under five and very good knowledge of the particular needs of these children. She uses this knowledge very effectively to challenge children so that they can make progress, for example in a physical education lesson when insisting that a particular child followed instructions to sit down, move slowly and then move more quickly.

31 Throughout the school teachers have a good knowledge and understanding of the subjects they teach. This is considerably enhanced by the use of outside specialists in Key Stage 4 and for Post-16 students who visit the local college of agriculture for specialist work as well as in Key Stage 2 where physical education students at the college of further education teach ball skills. The strengths and expertise of non-teaching staff are also used to very good effect, for example with Post-16 students and in Key Stage 3 where a dance specialist is used. In modern foreign languages the employment of a specialist teacher is a considerable factor in the progress pupils are able to make.

32 Expectations throughout the school are high. Work is well matched to the targets set for pupils in their individual education plans and demands are linked to the progress they make. In mathematics, for example when working with money, targets are related to the needs of individuals so that they can develop. In art the enthusiasm of staff leads to high expectations and good progress.

33 Teachers' planning is good. Clear objectives are identified for all lessons usually linked to pupils' individual targets. Occasionally these are too broad and it is difficult to determine the progress made by pupils and on other occasions planning is insufficiently detailed. For example when the pupils with more complex needs explore the sensory room, targets are too vague and open-ended and as a result the lesson lacks challenge and insufficient progress results.

34 The use of resources is generally well planned and make a positive contribution to pupils' learning. On occasions, however, they are inappropriate, for example in a Key Stage 1 science lesson the print used on the worksheet was too small for pupils with sight difficulties. Or in a physical education lesson in Key Stage 4 where poor quality footballs detracted from an otherwise very good learning experience for pupils.

35 Pupils are well managed by teachers and non-teaching staff. Those with profound and multiple learning difficulties are carefully positioned so that they can be fully involved in lessons. In Key Stage 1 pupils are well managed during literacy work, where the structure and organisation has had a very positive effect on the progress pupils make. A wide range of teaching methods is used to promote learning. It is particularly effective in Key Stage 3, for example in science where pupils enthusiastically identify animals from a range of skeletons.

36 Homework, although used appropriately to support learning in core subjects is not used systematically to support learning throughout the school.

§ The curriculum and assessment

37 The school has worked hard in a short time to provide a broad curriculum which covers all subjects together with religious education, and personal, health and social education, which includes sex and drugs education. This has enabled the school to make a good start. The governors and staff recognise that much still needs to be done to firmly establish the curriculum. Most policy documents are in draft form and have been given to staff to read. They have not all yet been presented to governors for adoption, but this is planned in the school development plan. Schemes of work are not yet generally available. Planning documentation and the scrutiny of work show current omissions in information technology and imbalances in other subjects including science, history and geography. Staff provide planning in half-termly intervals to standard formats. Clear and consistent referencing to the National Curriculum is not yet established although the school is moving towards this. The curriculum philosophy and framework is sound. It promotes pupils' intellectual, physical and personal development. Spiritual, moral, social and cultural development are well provided for through assemblies, class discussions and the strong sense of community and showed values which has been established.

38 The curriculum for children under five covers the essential areas of learning and provides a good introduction to the school. The curriculum in Key Stages 1 and 2 provides a sound experience with a heavy focus on literacy and numeracy. These strategies are already having a positive impact on progress. The carousel arrangements in Key Stage 3 help to provide a sound range of specialist subject experiences in non-core subjects. The Youth Award scheme provides a range of assessed challenges in Key Stage 3 onwards, but there is no other accreditation at present. The post-16 curriculum is broad, balanced and relevant to the assessed needs of the students. Good use is made of the resources within the independent living centre to teach elements of the curriculum, but the extensive use of the college and community resources provides the breadth and enrichment which has the most pronounced impact on the progress students make. Assessment procedures for post-16 students are developing well and include the use of one externally validated course programme, together with internally validated course programmes. Internal school records of progress against individual education plans targets, annotated photographs all combine to form a developing record of achievement for each pupil. Annual reviews and National Curriculum reports for parents are very detailed. The taught curriculum prepares pupils well for the next stage of their lives.

39 The special educational needs of the wide range of pupils are met through their individual education programmes, supported by a range of additional specialist professional input, currently being extended to meet the increase in numbers of pupils on role. This team includes speech and physiotherapists, behavioural support staff, educational psychology, medical and careers support and a planned extension to the availability of educational welfare provision.

40 Long term planning is not yet sufficient to ensure balance and continuity between key stages, although clear plans for development are identified in the school development plan. Priority is being given to the production of schemes of work and procedures for their assessment. Short term planning to meet the full range of ability within each teaching group range is satisfactory and sometimes good when support is well provided for individuals.

41 Extra-curricular provision is limited and is restricted by transport arrangements, but good use is made of trips and visits into and from the community. This has a positive benefit to pupils in a number of subjects, such as history and geography.

42 The school has made very significant progress in developing assessment, recording and reporting procedures. They are effective. Teachers now have detailed and common formats for their work and their records are developing well. The school has substantial assessment of pupils' abilities, needs and progress from which to move forward. Evidence from the literacy and numeracy strategies is now systematically available, together with the results of formal teacher assessment and national tests. The level and quality of work in developing and implementing the existing systems in the time available

is exemplary, contributing very positively to the rapid growth in pupil knowledge in many subjects. The current lack of schemes of work however mean that assessment cannot be used effectively to plan future work for pupils.

§ **Pupils' spiritual, moral, social and cultural development**

43 The school makes very good provision for pupils' spiritual and social development, and good provision for moral and cultural development.

44 Spiritual development is very good. The school is very successful in helping pupils gain in spiritual awareness and self-knowledge. They are given many opportunities for personal reflection through the curriculum, as well as in assemblies and class discussion times. Religious education lessons and collective acts of worship make a significant contribution, by developing pupils' knowledge of the values and beliefs of Christianity and other faiths. In subjects such as history and English, pupils are encouraged to be aware of and value the feelings of others. This was clearly seen in Key Stage 4 work on World War I, when pupils empathised with the plight of local men, torn between working in the coal mine and joining the army. There are planned opportunities, in lessons such as English and music, for pupils to experience a sense of wonder. Pupils' ideas and efforts are fully recognised, and their achievements are celebrated in displays throughout the school. Their confidence and self-esteem are enhanced in all aspects of school life. Teaching staff and classroom assistants are skilled in enabling pupils to express their feelings in many different ways.

45 Provision for moral development is good. The school has high expectations of behaviour and moral conduct. Pupils are encouraged and expected to be polite, helpful and friendly to adults and each other, and all staff provide very good role models in this respect. Well-chosen stories and class discussion help pupils to recognise the difference between right and wrong. Staff are expert in providing opportunities which allow pupils to reflect on the effects of their behaviour, and to understand the importance of personal responsibility and self-control. Pupils are enabled to make choices and explore moral values, both in personal relationships and in wider issues, such as environmental pollution. Parents are happy with the attitudes and values which the school promotes.

46 The promotion of pupils' social development is very good. The positive caring ethos of the school promotes a strong sense of community and shared values. Pupils are encouraged to listen courteously to each other's views and to co-operate in their work whenever possible. Many pupils respond well to the opportunities they are given to take responsibility for their own learning. They celebrate each other's success and frequently show consideration for the needs of others. Strong links with the community, the use of community facilities, opportunities for integration, school trips and residential visits, and work experience placements all effectively enhance pupils' social development.

47 The provision for cultural development is good. Through visits, events and topic work, pupils learn about their own cultural heritage and that of other people. For instance, in history, pupils learn about the life and customs of North American Indians, and in design and technology they compare British and Asian bread-making. Visits to the theatre, restaurants and sites of historical and local interest, and opportunities to work with visiting artists and musicians, provide valuable opportunities to learn about the lives, values and beliefs of people in other times and places. Stories, poetry and music from around the world further promote pupils' interest in their own and other cultures. Insufficient attention is given to preparing pupils for life in a multi-cultural society and the school has identified this as an area for development.

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§ **Support, guidance and pupils' welfare**

48 The provision that the school makes for support, guidance and pupil's welfare is good.

49 Procedures for monitoring progress and personal development are satisfactory. The school is tackling the need to ensure a consistent approach to assessment across the school and establish a recognised baseline assessment for all pupils. It is adapting a range of procedures to meet the needs of the pupils and to ensure that procedures used are relevant to the profile of the pupils and that they highlight the areas of academic and personal development that need to be undertaken. Pupils are helped to meet the objectives in their individual education plans but the current level of therapy support, agreed between the Local Education Authority and the Area Health Authority for the opening of the school, is inadequate for the size and nature of the current pupil population. This has an adverse impact on the progress made by some pupils with speech and language difficulties or autism particularly. The head teacher is led to believe that this situation will be resolved within this academic year. The school is establishing a relevant work experience and careers programme for its pupils. The school offers pupils a diversity of educational opportunities through a wide range of integration and inclusion programmes and these make a good contribution to pupils individual educational needs.

50 Procedures for monitoring and promoting discipline and good behaviour are very good and consistently applied by staff across the school. The school has clear expectations of behaviour from the pupils and the rewards and sanctions attached to these procedures relate to the age of the pupils involved. The school makes effective use of assemblies in the primary sector of the school to reward good behaviour and promote mutual respect. Where a pupil's behaviour is unacceptable, the school makes good use of the behavioural support service and the educational psychologist to monitor and address behavioural issues. The school has effective anti-bullying strategies in place and supports pupils' in their efforts to control their disruptive tendencies. It has proved very successful in bringing together pupils with a very wide range of special educational needs in a caring environment.

51 The procedures for monitoring and promoting good attendance are not satisfactory. Registers do not accurately reflect the number of authorised or unauthorised absences in the school as there is not a consistent approach to coding categories of absence or punctuality, nor are they regularly monitored. Signing in and signing out of pupils is not carried out consistently when pupils leave and return to the school during school time.

52 Procedures for child protection are good. The school follows the local area child protection committees procedures and has ensured that its two designated people are trained and that staff are aware of all the relevant procedures.

53 The procedures for promoting pupils well being, health and safety are good and the school follows the local authority's health and safety policy and procedures. The school cannot yet use the hydrotherapy pool. This restricts access to therapy for some pupils in the short term as risk assessments have not been completed. Staff are very safety conscious in their preparations for lessons both in and out of school. Although the school does not have a school nurse there are a number of qualified first aiders and first aid boxes are well provisioned. Only prescribed medications are dispensed and the school ensures that it has appropriate authority from the pupils' parents or carers. Fire drills are held and recorded. Regular safety checks are made of the school's fire alarm system and appropriate safety checks are carried out on physical education equipment, fire fighting equipment and electric appliances. Health and safety issues are therefore appropriately dealt with.

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§ **Partnership with parents and the community**

54 Overall the school's partnership with parents and the community is good.

55 Overall the quality of information the school provides for parents and carers is satisfactory. The half termly newsletter is a valuable source of information on the day-to-day activities of the school and the links that it is building with the local and extended community. However, there is no consistency across the school on the detail of curriculum information provided to parents from each

class. Parents value the detailed information on their children that they receive from the annual reports and reviews. Some parents are not happy with the lack of arrangements for compulsory police checks for transport escorts, but appreciate that the school has done what it can to address this issue and keeps them informed. There are omissions in the school's prospectus and the Governors Annual Report to parents on the school's Special Needs Policy. The school has recognised the need for many parents to communicate with the school on a day to day basis and know for example what their child has eaten or worked on during the day. The school has compiled an effective home/school sheet to provide regular daily information. This has a positive impact on clear lines of communication and maintaining relationships with parents.

56 The links with parents to contribute to pupils' learning are satisfactory. Parents support their children's work and regularly attend review and report meetings, but some parents are not happy with the school's arrangements for homework. Some parents do not consistently support their child's careers and work experience programmes and this contributed to some pupils' poor attendance at work experience placements in the previous year. The school receives good support from parents through the Friends Association and values those few parents who can regularly help in school activities. Good communications exist between school and parents to discuss any questions or concerns that parents may have and this has a positive impact on pupils' learning and welfare.

57 The enrichment of the school's work through links with the community is very good and this significantly extends the opportunities open to pupils. Pupils benefit from the generous provision of resources such as the ball pool and the new mini-bus from major local commercial concerns, and the fund raising from for example a fishing competition held by a local group. The school works hard to identify with the immediate community and pupils enjoy attending local coffee mornings in the church hall, using the local library and shopping in the main street shops. There are very close links to the nearby primary school and local comprehensive school. Pupils attend a wide range of courses at the nearby further education college and agricultural college. Much of the Life Skills programme in Post-16 education is centred on the impact that living in the community brings to the education of pupils. The school has been fortunate to inherit the good community support of both of its founding schools. This is a strength of the school and well supported, monitored and evaluated by the school.

§

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

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Leadership and management

58 The head teacher, very well supported by the deputy head teacher and governors, has provided very good leadership and management for the school to enable it to be successful in the short time it has been open. Now that the school is established it is recognised that leadership and management roles need to be extended to subject co-ordinators, the role of the governors needs to be further developed and refinements need to be made to the school development plan so that the school can continue to develop. However, as a result of the very good leadership and management a very positive ethos for learning has been created, behaviour and relationships are very good, teaching is good overall and pupils are making good progress in many areas. This is particularly noteworthy since it has been achieved during a period of constant change in terms of the number of pupils admitted and the range of special educational needs catered for.

59 A very clear direction for the school has been established despite the constant changes to the roll. Projected pupil numbers have changed from initially 80 to now 130. There is a clear focus on raising attainment and improving the quality of education provided. The immediate priority has rightly been to create an ethos within the school where education is valued and behaviour and relationships are established to enable learning to take place. This has been successfully achieved. Having established this, it is recognised that there is now a need to develop the curriculum so that pupils, in the longer term, can build on their learning as they move through the school. This further development of the curriculum is planned for alongside the developing roles of co-ordinators and governors.

60 In the initial stages, curriculum development and teaching has been monitored and evaluated by the head teacher and deputy head teacher and, where necessary appropriate support has been provided. This has led to a marked improvement, for example, with pupils with profound and multiples learning difficulties. As yet subject co-ordinators and governors are not actively involved in monitoring, evaluating and supporting curriculum development and teaching.

61 The very clear aims and values of the school are evident in all aspects of school life. It is the successful adoption and acceptance of the aims and values that has been instrumental in the positive start made. The aims and values have been underpinned by the development of draft policies. The governing body has taken an active role in supporting the early development of the school. As yet they are not fully involved in monitoring and evaluating curriculum development and teaching.

62 The initial school development plan has proved very effective in establishing the school. Clear priorities were identified and progress towards the successful implementation of them has been carefully monitored by the head teacher and deputy head teacher, reporting to the governors. There are weaknesses, however, which need to be tackled to support the further development of the school. The criteria for evaluating the success of developments are not sufficiently linked to the intended effect on pupils' learning and it is, therefore, difficult to measure the impact on progress. Similarly developments are not fully costed and therefore the school cannot evaluate the value for money achieved by improvements. The management of the school is aware of the need for these refinements if the school is to continue to improve.

63 There are some minor omissions from the Governors' Annual Report to parents and the School Prospectus which mean that statutory requirements are not fully met.

64 The leadership and management of the school has been very effective in establishing the school. Effective strategies for further improvement are in place and the school recognises the need for sharper target-setting and monitoring to continue the development.

§ **Staffing, accommodation and learning resources**

65 The school is well staffed by qualified and experienced teachers who cover all areas of the curriculum and meet the wide range of pupils' special educational needs. Almost half of the staff have supplemented their original qualifications by additional study. There has been a recent review of subject co-ordination to ensure that teachers are better matched to their areas of responsibility. The school is well staffed in terms of support staff. All support staff are trained nursery nurses and a number have obtained or are taking further qualifications. All staff work very hard to meet the needs of the pupils and this has a positive effect on the progress the pupils make.

66 The school receives support from the speech therapy and physiotherapy services. The present allocation is based on the original intended number of pupils which has been exceeded. As a result a number of pupils are not receiving their full entitlement to speech therapy and physiotherapy and the situation is unsatisfactory. The school, local authority and health authority are tackling this issue at the present time.

67 The school supplements the expertise of its own staff by using specialist staff, for example when pupils visit local colleges. This has a positive effect on the progress pupils' make.

68 The school is dealing with the professional development needs of all staff well. There have been a number of training sessions including in-school training on the role of the co-ordinator. Staff have had training on developing opportunities for involving the pupils with complex and multiple learning difficulties in other classes, this has had a positive effect on the progress the pupils make. Training in literacy and numeracy is starting to have a positive effect on the provision and progress in

these areas. There are opportunities for staff to go on local courses when they meet the needs of the school. The head teacher holds professional development meetings with the staff, it is intended to develop these into appraisal meetings later in the year in line with national developments. The support staff are included in training courses, for example a support assistant is attending a course organised by the speech therapist, to increase her effectiveness when working with pupils with autistic tendencies. There are school based training sessions for the lunchtime support staff, for example on child protection and managing behaviour.

69 The school has an information pack for newly appointed or supply teachers and this along with support from the senior management team ensures that they soon settle in to the school routines.

70 The school, originally on two sites, is now situated in a recently extended building on one of the former sites. The accommodation was designed originally for 80 pupils but now houses 127 pupils. There are many good features in the accommodation but the increase in numbers means that it is now only satisfactory. There are a number of specialist rooms including, art, science and technology and food technology. Two of these rooms are now used as class bases. The school has by careful timetabling ensured that these rooms are used as effectively as possible but some activities, for example large on-going art projects are limited. There are good facilities for the Post-16 pupils including a flat area which helps pupils to develop independent skills. The accommodation for pupils under five is good and includes safe play areas. The pupils with profound and multiple learning difficulties have good accommodation and this has a positive effect on their learning. There are two libraries in the school and these have started to be used to develop pupils' literacy and information technology skills. There is a hydro-therapy pool, this was not in use during the inspection period because of health and safety reasons. The sensory room has just been opened and it is not yet possible to judge its effect on pupils learning.

71 The school is very well maintained and cleaned by the caretaker and cleaning staff. There are attractive displays of pupils' work both around the school and in classrooms. These displays show pupils that they are highly valued by the staff and this has a positive effect on both learning and self-esteem.

72 The quality of learning resources is satisfactory. In the short time that it has been open the school has started to resolve the issue of lack of resources. There have been improvements in the provision of resources in mathematics and English, but these need further development, for example more resources for practical mathematics and literacy resources for Key Stages 3 and 4. In science the resources are just satisfactory to meet the needs of the present curriculum but there are insufficient resources to develop investigative science. The school has recently installed a number of new personal computers and there is a good number of computers in the library area and the classrooms. There is however a lack of computerised robots and roamers. There are good resources to support modern foreign language, personal and social education and the Post-16 group. Resources are unsatisfactory in design and technology, art and geography and as a result full curriculum coverage is not guaranteed in the future. Resources in the libraries are being developed, they do not yet fully support independent learning particularly for older pupils.

§ **The efficiency of the school**

73 The school is efficiently and effectively managed. As a result of the merger of two schools to create the new school and a rapid growth in the number of pupils there is currently a large carry forward budget. Sound financial planning since the opening of the new school has enabled monies to be used effectively to achieve the initial objectives. The current school development plan identifies well-judged priorities for the next stages of development and the carry forward is to be used sensibly to achieve these objectives. There is currently insufficient financial detail in the school development plan to enable the school to be clear about the full cost implications or to determine the value for money achieved through proposed developments. The management of the school, including governors are

aware of the need to improve this area of financial planning.

74 Procedures for controlling and monitoring the use of finance are good. A recent auditors report containing minor recommendations has been acted upon. Staff are clear about respective responsibilities in relation to expenditure and good quality information is provided to enable them to fulfill these roles. General school administration is effective and allows teaching staff to concentrate on their role. Good use is made of both teaching and non-teaching staff. Following initial mis-matches co-ordinators have been identified for all subjects where they have experience, expertise or interest. The curriculum organisation in the secondary department and in Post-16 provision makes maximum use of this through a carousel arrangement and through the use of external expertise. Non-teaching staff are carefully targeted to support groups according to the greatest need or dependency or in relation to the subjects taught. Many of the non-teaching staff have particular skills which are effectively used to enhance the curriculum, for example a dance specialist enhances provision in physical education and a well qualified assistant enhances provision for Post-16 students.

75 Accommodation and resources are effectively used. Despite being extensively remodeled there are pressures on specialist rooms, such as the design and technology room, since they have to be used as class bases because of the rapid growth in pupil numbers. This means that careful time-tabling has to ensure their availability for specialist lessons. The extensive use of outside facilities at the local college by Key Stage 4 and Post-16 students' helps to alleviate this problem. The available resources are used appropriately to support learning but these are not yet adequate in some subjects. Planned expenditure of the large carry forward is in line with the development of schemes of work.

76 Funding for pupils with particular additional special educational needs, for example autism, has been effectively used to provide additional staff expertise. This has enabled pupils to settle well and begin to make progress.

77 All pupils entered the school with low levels of attainment because of their special educational needs and for some there was also significant underachievement. Pupils of all ages with a wide range of special education needs have made good progress in the short term. They have very positive attitudes to learning, behave very well and relationships are very good. The quality of teaching is predominantly good. The costs per pupil are broadly average. In view of this the school currently provides good value for money.

§ PART B: CURRICULUM AREAS AND SUBJECTS

§ AREAS OF LEARNING FOR CHILDREN UNDER FIVE

§ Provision for children under five

78 At the time of the inspection there were only four children aged under five all of whom have autistic characteristics. In the short time they have attended the school they have all made good progress in all areas of learning. The well planned curriculum, the detailed knowledge of the particular needs of each child and the good quality of teaching, well supported by non-teaching assistants have been significant features in the progress made.

79 Good progress has been made in personal and social development. Children are developing their ability to co-operate with adults; they try very hard to join in with others and work together when enjoying water play for example. One child has developed his ability to take the register to the office with adult support whilst others are beginning to go to the toilet door when they need to. Occasionally one child reaches out to hold the hand of an adult. This represents good progress from entering the school.

80 Good progress has been made in language and literacy. Most children can now recognise pictures of simple objects whilst some are beginning to recognise and match some letters. They are beginning to hold drawing tools properly making shapes on paper some randomly and others in recognisable formats such as circles. One child has improved his ability to vocalise with occasionally clear words, although these can be out of context whilst another child can make phonetic sounds for some letters. All can now respond to their names and are increasingly able to follow simple instructions, for example sitting down, or walking slowly in physical education lessons.

81 Mathematical abilities are also developing. Good progress is being made. Many can match colours, some can match numbers to 5 and two children can now match numbers to 10. They have developed their ability to match shapes such as circles, triangles, squares and rectangles and some children can now name all but the rectangle.

82 Knowledge and understanding of the world is developing well and good progress is being made. All children can now explore the classroom independently and most have extended that to exploring the school with adult support. They connect magnetic shapes and push trains along tracks. They learn to point to their eyes, nose and ears and enjoy exploring water during water play.

83 Good progress is made in physical development. In large apparatus work children can balance and climb with increasing confidence, they can jump in and out of hoops and run around the hall at different speeds. Fine motor skills develop well with children threading beads with adult support or when they knead and squeeze dough. They learn to cut with increasing accuracy using scissors. Some children are still careless or clumsy as they move around, sometimes bumping into things.

84 Good progress is made in creative development. Children play percussion instruments with increased confidence and develop their independent playing. They use paintbrushes to explore colour, texture and pictures. As their personal and social skills develop they increasingly become involved in creative role-play, playing alongside and sometimes with each other when using a telephone or cutting play pizzas.

85 The quality of teaching is consistently good. The teacher knows the curriculum and the children very well and carefully but successfully matches the work to the stages of development of each child. She is very well supported by other staff who ensure that children understand what is being asked of them and are therefore able to respond and to make good progress. Tasks are always well matched to

the needs of children with demands being nationally recommended increased as they make progress. The curriculum is planned to ensure coverage of all areas of learning and detailed assessments are undertaken of children's progress so that it can be built upon.

§ **Post-16**

86 Within the discrete part of Post-16 provision the students make good progress against their recorded prior competencies, particularly with regard to their social and independence skills including their use of communication. They develop confidence when shopping for food and when preparing meals. Some work increasingly with a reduced level of adult support. They visit shops, restaurants and local colleges and enjoy demonstrating their growing confidence on residential visits.

87 Students make good progress following a limited range of externally accredited modules of work and when on college courses. They can cook simple meals, most with some support, use a range of hand tools safely and design and make concrete plant pots. They enjoy working in the life skills centre but particularly appreciate the range of opportunities planned for them in the community and in the adult environment of the Further Education Colleges. They behave well in all circumstances and establish meaningful relationships with peers and adults alike. They undertake tasks and responsibilities and enjoy work experience activities. At all times they show sensitivity and concern for others. They demonstrate well their care and concern for animals when at the Further Education College.

88 The quality of teaching is never less than satisfactory and often it is good because of the high expectations of the staff. Work is matched to the known needs of the students and progress is carefully monitored. Teachers and support staff give verbal encouragement. The management of students is sensitive, age appropriate and underpinned by high expectations. Staff know the students well, understand their curriculum needs and work well together in the best interests of the students.

89 The planned curriculum is broad, balanced, realistic and relevant to the needs of the students. The good balance of time off site does much to enrich the experience of the students. The opportunities to develop the "Coffee afternoon" and work experience on site ensure that all students are fully involved in the range of activities.

90 The staff have clear plans to refine and develop further external validation procedures and Record of Achievement folders. The pupils enjoy the opportunities provided to be involved in their own assessment and evaluation procedures.

91 The range of visits, engagements in festivals, theatre visits, theme food experiences all have a positive impact on the spiritual, moral, social and cultural development of the students. Good links with external providers ensures that pupils are well prepared for the next stage of their education.

92 The Post-16 co-ordinator has been successful in developing an appropriate curriculum, which has a central commitment to social inclusion in the local communities and this has a positive impact on the progress made by the students.

93 The effective Post-16 three-year development plan is becoming a useful tool to guide the work of the department.

94 The ethos is positive and conducive to effective learning. Relationships are very good between pupils and adults and behaviour is good both in school and in the community. An effective environment for learning has been created which owes much to the opportunities provided in the adult environment of local Further Education Colleges.

95 Good attention is paid to the welfare of the students and good links are maintained with past students.

96 Staffing is adequate in number and appropriately qualified and experienced to ensure the teaching of the planned curriculum, particularly as a result of the support provided by external learning centres.

97 The discrete provision provided in the classroom, the independent living centre which comprises of a kitchen, utility room, bathroom and bedroom and the various off site centres used entirely appropriate for its purpose. The use of such a wide range of accommodation has a positive impact on the progress made by the students.

98 The basic resources to support the learning of students in the Post-16 centre are adequate. There have been audited and matched against the planned curriculum. Clear points have been established to identify development needs.

99 All resources available to the Post-16 provision are efficiently utilised to enhance the learning of the student and the good progress that they make.

§ **ENGLISH, MATHEMATICS AND SCIENCE**

§ **English**

100 Progress in English is good in Key Stage 1 and satisfactory in all other key stages.

101 The majority of pupils enter Glendene School with poor communication skills, impoverished language and many are unable to sit still or listen for more than a few minutes. The focus in Early Years and Key Stage 1, therefore, is to develop good listening skills and effective means of communication. The use of symbols and the introduction of the Makaton signing system is helping pupils with autism to access language so providing them with a method to understand what is required and take a more active part group work. During Key Stage 1 pupils make good progress in sitting still, listening and concentrating for increasing lengths of time. They take part in songs and rhymes sometimes needing adult support and prompting, respond to their names, enjoy stories and begin to wait their turn. Most can follow simple instructions such as 'sit down'.

102 In Key Stage 2 pupils develop the confidence to answer questions in the class group. They generally sit quietly and listen while others are speaking. Most take an active part in class discussions and the higher attainers can dictate complete sentences, for example describing the weather as 'Today it is cold and sunny' or say 'We are going to the ballpool'. A few are confident enough to initiate conversation such as going up to an Inspector and saying "I've worked independently today" understanding this meant "worked on my own".

103 In Key Stage 3 pupils talk freely with each other, hold conversations with adults and begin to use functional language. They take an active part in class discussions listening and answering questions. They talk about matters of interest such as television programmes and most can be relied on to take messages around the school.

104 In Key Stage 4 the lower attainers still need prompts to sit still and listen but the majority can follow instructions, recall and describe recent events in some detail while the higher attainers can effectively communicate information and ideas. A few are able to prepare and deliver a short talk to an audience. They understand the format of an introduction, the main information and a conclusion. In a recent talk on fishing a student brought in illustrative material and evaluated his efforts by reporting on the response from his audience.

105 Progress in reading is satisfactory and good in Key Stage 1 promoted by the introduction of the literacy hour. In all key stages there are pupils who become fluent readers but, because of the wide

range of abilities, there are others who make little or no progress.

106 In Key Stage 1 most pupils begin to enjoy touching books and learn to treat them carefully and with respect. They can match pictures to objects and then pictures to words. They enjoy listening to stories and most can name familiar characters such as Mum, Dad, Floppy, Biff and Chip. The higher attainers recognise that words convey meaning for example 'scales are for weighing things' and can recognise initial sounds such as 's'. All pupils are able to recognise and find pictures of animals by listening to the sounds they make and some can also give the names such as dog, cat, and duck.

107 In Key Stage 2 the majority of pupils recognise their own name in written form, have a knowledge of phonics and can give the correct sound for a selection of letters. All pupils enjoy books either looking at the pictures or for the higher attainers beginning to read from the text. They are introduced to poems as well as prose and some are beginning to recognise and identify rhyming words.

108 In Key Stage 3 a few pupils continue to work on learning individual letters or words while others are becoming competent readers. The majority can recognise the names the days of the week and months of the year while the lower attainers can recognise the symbols for the weather. Most read a range of simple words while the higher attainers read unfamiliar text with understanding. Pupils are introduced to a variety of literature including Shakespeare. There has been a recent visit to the Sunderland Theatre to see a production of Romeo and Juliet with subsequent reading and writing about the play. The higher attainers can retell a story in their own words and can make prediction; for example, 'He'll be cross'.

109 In Key Stage 4 pupils read at a variety of different levels. Most have a limited sight vocabulary and can read and spell individual words. The higher attainers are reading for pleasure, understand the organisation of books and can use the library for research purposes.

110 Progress in writing is satisfactory across all key stages and good in Key Stage 1, promoted by the introduction of the literacy hour.

111 In Key Stage 1 most pupils can hold a pencil correctly using a variety of different writing implements including crayons, felt tips and markers. They acquire various levels of pencil control. The lower attainers develop from marks on paper to scribble and then making circles and straight lines. The higher attainers can copywrite over and under a model and a few can form some letters independently.

112 In Key Stage 2 most can produce legible print from a copy while the higher attainers begin to write words independently and understand about spacing and positioning. Except for individual pupils most are reluctant to attempt to write their own text except after dictation and sentence structure being modified by an adult.

113 In Key Stage 3 there is a wide variation in handwriting skills from those still requiring practice with letter formation and positioning to legible, cursive script. The majority of pupils are beginning to understand the use of writing for a purpose and all have managed to write and address a postcard and to compose a letter such as to Romeo after a visit to the Sunderland Theatre. Some need adult help and support. The higher attainers show emerging creative writing and can produce independent work up to 1.5 pages in length using basic punctuation of full stops and capital letters.

114 In Key Stage 4 some students continue with early writing practice but most can write independently and understand, but do not always use, basic punctuation. The higher attainers are able to write imaginative stories correctly punctuated, including speech marks, and can print these off the computer for display.

115 Progress for pupils and students with profound and multiple learning difficulties is satisfactory. Although only one lesson was seen during the inspection evidence was available from photographs and discussion with the staff. The expert knowledge of staff ensures there is a recognisable

mode of communication identified for each individual such as eye contact, head or limb movement or vocalisation. Pupils with hearing difficulties make progress in listening to music, responding to voices and following sounds. Those with adequate vision can track moving objects and develop their skills in direct looking. In reading pupils show recognition of different stimuli such as colour, shape, texture and indicate likes and dislikes. Pre-writing skills are developed through reaching and grasping objects and then beginning to hold on manipulating them to see, feel or taste. Programmes in the sensory room develop all areas of literacy in looking, listening, body movements and fine motor skills such as using switches.

116 Pupils enjoy English and respond well. Their attitude is good. In the Primary Department the pupils are beginning to cope well with the demands of the literacy hour. They learn to sit quietly to wait for their turn, listen and follow instructions. Throughout the school relationships are good, there is good participation in group and class discussions and pupils work independently or together when required. As they mature levels of concentration increase and students show pleasure in their own and others achievements.

117 The quality of teaching is good with some very good and the occasional unsatisfactory lesson. In general lessons are well planned and learning objectives are clearly stated. Relationships between staff and pupils is good. The atmosphere created is usually supportive where everyone's contribution is valued. This helps to build pupils' confidence resulting in active participation and effort. Good pace and work appropriately matched to ability all promote good progress. Where teaching is very good staff have high expectations both for learning and behaviour. Good knowledge and understanding of the subject coupled with interesting and enthusiastic teaching ensures pupils' and students are highly motivated, 'on task' and achieving to the level of their ability. Where teaching is less than satisfactory the pace is slow, there is a lack of enthusiasm, there is a lack of challenge and pupils are left on one task for too long. Resultantly pupils lose interest and stop work. This has an adverse effect on progress.

118 There are two draft policies, one for communication and the other for literacy. Although the introduction of the Makaton signing system and literacy hour are having an impact on the progress of pupils in the Primary Department the separation of these two policies does not provide a coherent approach to English. In addition the lack of any systematic schemes of work fails to ensure that pupils build consistently on their learning as they move through the school. The recent introduction of 'Flying Start' as a baseline assessment and 'Small Steps' to assess pupils' progress against the National Curriculum targets are proving effective and will be used for forward planning.

119 English makes a valuable contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to respect others opinions by listening quietly in group discussions and respect property in the way they handle and look after books. They can experience a sense of wonder through a variety of literature and drama. This was seen when they expressed excitement and understood the need to look after each other and animals listening to the story of 'Farmer Duck'. Moral and social issues are discussed throughout the school at relevant times starting in Key Stage 1 with 'Circle Time' and moving to matters such as drugs, relationships and sex education in Key Stage 4 and Post-16.

120 There is no overall co-ordinator for English as the subject is split into 'communication' and 'literacy'. Without the amalgamation of these two facets and with no clear procedures for monitoring it is not possible to evaluate either curriculum development or teaching.

121 All staff have been or are currently being trained, in literacy. The literacy hour is being effectively and sympathetically introduced into Key Stage 1 and 2 and will be extended into the whole school in the near future. Accommodation for teaching English is satisfactory. There are a senior and a separate primary library both of which are appropriate for the respective age groups. A considerable amount of resources have been put into providing suitable furniture for primary aged pupils and ensuring the shelves are at a low enough height to be easily accessible to the younger age groups. As a consequence of this expenditure there is a need to extend the books in both libraries but this is being

done and during the inspection a further consignment was delivered.

§ Mathematics

122 Pupils in all key stages make satisfactory progress overall. They make good progress in the key skill of number and the area of shape, space and measures. In the areas of using and applying mathematics and data handling the pupils make satisfactory progress. The numeracy strategy has been appropriately introduced leading to good progress.

123 At Key Stage 1 the pupils with profound learning difficulties are given opportunities to respond to different shapes and colours. The higher attaining pupils sort by shape and colour with a number able to make sets. They can count to ten by rote. In space and shape the pupils colour squares, rectangles and triangles. The pupils make satisfactory progress through the Key Stage and good progress in some individual lessons, for example in a lesson on recognising numbers up to 5.

124 At Key Stage 2 the pupils make continue to make satisfactory progress. They build on the skills and knowledge acquired earlier. The pupils with complex difficulties respond to stimuli, they pour liquids, sometimes with help from adults. They respond to mathematical terms referring to quantity, for example, when they hear 'all gone' at biscuit time. The higher attaining pupils join dots to make number patterns and are starting to continue patterns. They carry out addition and can produce simple block graphs, for example based on pupils' favourite fruits. The highest attaining pupils use a computer to make a 'maths monster'. In the area of fractions the higher attaining pupils identify one half and one quarter. The pupils are becoming aware of time, with the higher attainers able to tell the time to the hour and half hour, the highest attainers recognise five to and five past the hour.

125 Pupils at Key Stage 3 continue to make satisfactory progress over time. Trips out from school give the pupils with severe learning difficulties opportunities to handle money, as when they visit the local supermarket to buy products for food technology lessons. They also in experience the sensory exploration of shape. The higher attaining pupils add numbers with two digits and are starting to understand place value using hundreds, tens and units. In the area of shape and space pupils can colour shapes, with the higher attainers able to measure area by counting squares. The highest attaining pupils use simple grid references and are starting to understand symmetry. Towards the end of the Key Stage the higher attaining pupils measure and weigh using standard measures including metres, centimetres and kilograms. The pupils develop their mathematical language and use alternative terms, for example minus, subtract and less than.

126 Pupils at Key Stage 4 continue to make satisfactory progress. The pupils with complex learning difficulties follow fingers when matching shapes. Some point to a specific number on request. The higher attaining pupils write four digit numbers in words. They carry out addition and subtraction, with the highest attainers able to carry out problems using brackets, for example $(5 \times 2) + (6 \times 2) = 22$. The use of mathematical symbols is developed with a minority of pupils using $< >$ in their work. The highest attainers measure accurately using both centimetres and millimetres. In shape and space the higher attaining pupils recognise three-dimensional shapes including cube, cuboid, cylinder and sphere. Pupils are given opportunities to use calculators and they use their knowledge of number to solve problems, for example 'code word' joke puzzles. In data handling the pupils draw block graphs, they are starting to interpret data, when they discuss graphs showing such things as the time of road accidents.

127 Pupils of all ages respond well to their lessons in mathematics. They are well behaved and listen to teachers' instructions, this makes an important contribution to the progress that they make. The pupils are eager to answer questions, for example in a Key Stage 3 lesson on ordering numbers. When given the opportunity pupils work together with the higher attaining pupils helping others. In many lessons the pupils are pleased when other pupils answer a question, for example there was delight

in a Key Stage 3 group with severe learning difficulties when a child recognised a number and in a Year 7 class pupils clapped spontaneously when a pupil counted to 100 in tens for the first time. All pupils enjoy mathematics, pupils with complex learning difficulties in Key Stages 1 and 2 show pleasure when they choose a particular shape. The pupils relate well to each other and to the adults in the room.

128 The quality of teaching is good. Almost all the lessons seen covered the topics of numeracy and space, shape and measures. Teachers have secure knowledge of the subject. Lessons are usually well planned with good use made of the introductory mental mathematics session to develop pupils' understanding of number. The work set is at a level to meet the individual needs of the pupils and to challenge them. Teachers use a wide range of resources well, for example a number 'washing line' is well used with a group containing pupils with autistic tendencies. In lessons on money the teachers allow pupils to handle real coins. All teachers relate well to their pupils, they accept all answers and use praise very well to develop learning and self esteem. Support staff are very well used in group sessions but there are occasions when they are not fully involved in the introductory sessions. The good quality of teaching has a positive effect on the progress made by pupils.

129 The pupils follow a sound curriculum that meets the requirements of the National Curriculum and meets the varied needs of the pupils.

130 The school has sound assessment procedures which are based on the present scheme of work and a small steps approach to the National Curriculum. The teachers assess the pupils regularly and they use the information well to plan future programmes for the pupils. The individual education plans for each pupil includes mathematical targets and these are used effectively to develop pupils' mathematical understanding and skills.

131 There is good co-ordination of the subject. The co-ordinator has introduced planning based on the government's National Numeracy Strategy, this is starting to have a positive effect on developing mental mathematics in a number of classes. Resources for learning are satisfactory, however materials for practical mathematics are not yet fully developed, a fact recognised by the school. Mathematics is a central part of the school curriculum and opportunities to develop mathematical knowledge are seen in social situations, when pupils count juice cups and biscuits; or at registration time pupils count the number present. In other subject areas, for example design and food technology the pupils measure and estimate. Number is well used in physical education when pupils count the number of times they have jumped in the air. In geography the pupils plot simple co-ordinates.

§ Science

132 Pupils' progress in science within a narrow range is satisfactory. There is insufficient evidence to make secure judgements about progress in science over time particularly in relation to the attainment target relating to experimental and investigative science or in physical processes. This is because these aspects of science have not yet been fully introduced within the new school. In the early part of the school pupils make sound progress in their sensory awareness and preparedness to experience and explore changes and light and texture. There is some recorded evidence of the exploration of the properties of objects in other ways of sorting and matching objects and materials.

133 Key Stage 2 pupils explore the properties of water when it is heated, and when soluble materials are introduced. The results from National tests suggest progress is satisfactory and this is supported from the limited evidence available over the short life of the school. Last year's test results in Key Stage 3 suggest that progress is unsatisfactory, reflecting the lack of an agreed scheme of work for this subject at present. However the scrutiny of recent work and observations of lessons during the inspection demonstrate satisfactory and occasionally good progress. Key Stage 3 pupils show good recent progress in grouping living things into plants and animals, and exploring the characteristics that allow further sub-divisions, recognising that man belongs that man belongs to animals with backbones. They link particular organs and the senses they support.

134 Key Stage 4 pupils make satisfactory progress. For example when discussing and investigating environmental issues during visits to local sites they learn to record the impact of man and man's refuse.

135 In further work on the human body pupils begin to familiarise themselves with the technical language that describes the actions of muscles on tendons and bones, or the circulation of the blood supply to and from the heart by arteries and veins.

136 Pupils demonstrate positive attitudes towards science particularly during practical lessons. They respond well to questions, and as in a Key Stage 3 lesson are happy to attempt to place artificial body parts on a skeleton in front of the class. Pupils show a sense of achievement when using technical vocabulary well.

137 The teaching of science is satisfactory, and consistently so at Key Stages 1 and 4. It is good or very good in Key Stage 3 with an example of excellent teaching. There are occasional unsatisfactory elements of teaching in Key Stage 2 and post-16 provision for pupils with more complex needs.

138 The best teaching is exciting, dynamic and very well planned and resourced, demonstrating a good command of the subject, enabling specific questions to be asked with confidence that in turn promote progressive understanding by pupils. There is a very good understanding of how pupils learn as in a Key Stage 3 lesson where pupils are able to draw on previous learning via skilled questioning to predict which skeletons belonged to different animals. There is no limit on the expectations of what is possible. The pace and variety of activities in lessons extends pupils' concentration over extended periods. Lesson planning across the school is secure in the short term. Where teaching in lessons is unsatisfactory or less successful, resources are not fully understood unfamiliar or may be mis-matched for some pupils, for example for pupils with more complex needs when using the sensory room.

139 There is a draft policy for science awaiting full discussion by staff and subsequent ratification by governors. At present, although half-termly planning is available there is no overall scheme of work available against which to ensure appropriate balance and continuity between years and key stages, and to promote the maximum progress of scientific skills and understanding. The Key Stage 1 and 2 curriculum is taught from topics, some of which lend themselves well to the subject requirements. The Key Stage 3 curriculum evident in the current term is well thought out and demonstrates good subject knowledge and a useful and stimulating beginning point for further development. There is no accreditation for science in Key stage 4 or in the Post-16 unit at present, however science does contribute towards the Youth Challenge Award.

140 The school plans to introduce a formal system of recording and assessment sufficient to inform planning following further development of the curriculum. However a variety of forms of recording and assessment do exist, including National Tests and teacher assessments, and the staff are beginning to collect representative samples of pupil's work. This is beginning to be effective.

141 Science contributes positively towards pupils' awareness of the world around them and of the impact of man on the world and on the environment. Pupils' use of field visits to link the theory in the classroom to real experience is good.

142 A subject co-ordinator has recently been appointed, and is developing a clear understanding of the strengths and weakness in the subject and what is needed to develop it further.

143 Subject expertise is satisfactory for the present curriculum arrangements. There is no specialist technician to support an increased practical component.

144 An audit of resources has been undertaken and will be reviewed against the scheme of work as it is developed.

§ OTHER SUBJECTS OR COURSES

§ Art

145 In the short period of time since the school opened there is evidence in displays, samples of pupil's work and in lessons to indicate that in all key stages pupils and students have made good progress in developing this knowledge and understanding of art, and in developing skills. All pupils including those with profound and multiple difficulties from entry into school make progress as they explore the properties of a range of media, tools and materials. They explore the properties of leaves in all key stages from a basic sensory experience to the creation of finely displayed pastel drawings. Pupils make good progress in Key Stage 1 printing simple patterns and leaf designs to create large friezes based on this exploration of materials, paint glue, fabrics and coloured papers. Pupils at the end of Key Stage 2 demonstrate good progress and increased fine motor control when using pencils, paints, scissors and templates. The good progress continues into Key Stage 3 where pupils demonstrate growing confidence in using a range of media. Some show an awareness of shape and texture and one pupil shows an exceptional grasp of perspective in his design of City 2000. Pupils do not have the opportunity to use sketchbooks in order to develop or refine their skills. By the end of Key Stage 2 pupils demonstrate the skills to draw direct observation with accuracy taking some regard of form, shape texture and perspective. Pupils experience few opportunities to work in the style of other artists even though they demonstrate adequate levels of skills to do this. Pupils continue this development and make good progress with this Post-16 particularly when working in local colleges of further education to design and make large-scale school banners.

146 Pupils enjoy their art lessons both in school and in college set-ups and as a result make good progress.

147 Pupils are keen, alert, attentive and behave well. They collaborate well on friezes, banners and large projects and they share resources with respect and willingly take duties in relation to preparing resources and clearing away. Pupils make choices in all key stages and show initiative when they design their own work. The response to art is good.

148 The quality of teaching is good in all key stages and for pupils over sixteen both on the school site and in the college setting. Teaching is good because of the enthusiasm and high expectations of all the staff. This good teaching has a positive impact on the progress pupils make. In the best lessons planning is detailed, clearly linked to individual education plans and motor skill targets. There are clear learning objectives and planned use of resources and personnel. Good team planning exists in most lessons between all adult and good verbal reinforcement is consistently given to the pupils. Staff know pupils well and use appropriate methodologies to match the work to the needs of the pupils to ensure progression in learning. In the best lesson assessment outcomes are effectively used to inform future planning. Homework is rarely provided.

149 The curriculum is developing well and firmly rooted in the National Curriculum programmes of study. Whilst it is early in the life of the new school attention in planning is not sufficiently given to elements of sculpture, photography, the work of recognised artists and the use of visiting artists in order to raise standards from this. However the current planned curriculum meets statutory requirements and there are clear plans for refinement and further development. The good links with local community resources ensures that any limitations caused by the loss of an art room on site are compensated for by the creative timetable and planning by the head teacher. There is a clear curriculum policy in place and the co-ordinator is well aware of the needs to refine both the taught curriculum and the matching assessment and recording procedures. Staff are beginning to develop collections of samples of pupils work in order to demonstrate progress and the good displays of work around the school celebrate the good progress made by the pupils. Continuity and progress is planned for.

150 The co-ordinator is efficiently developing the subject. The organisation of the secondary specialist teaching has a positive impact on the progress the pupils make. Staff have an adequate level of training and experience to teach the planned curriculum. They also make good use of skills and resources in local schools and colleges to enhance their skills.

151 Artwork is well used across the curriculum to support learning in science, design and technology, history and geography.

§

§ **Design and technology**

152 Pupils, including those with exceptional needs, make good progress against prior learning in their design and technology lessons in both Key Stages 1 and 2. Soon after entry into the school pupils demonstrate a control of wheeled toys and an awareness of the properties of materials in both design and food technology. By the end of Key Stage 2 pupils prepare picnics, make pizzas and use a range of basic tools to help them cut, stick, paste and join a range of materials. The pupils with the most exceptional levels of special educational needs enjoy experiences involving leaves and glues. The higher attaining pupils construct simple models using construction kits with minimal levels of support whilst in food technology lessons pupils ice biscuits. Simple models are created from basic designs and pupils design collages, which relate to the habitats of animals. Pupils demonstrate an exceptional level of ability in using perspective in design work. They continue to make good progress in Key Stage 3. They design and create models and masks based on basic design briefs. By the end of Key Stage 4 most pupils have an awareness of healthy eating, chose appropriate resources, conduct supermarket surveys and create accurate, complex technical drawings. The work of higher attainers, in this regard, is at a standard close to the nationally expected level. Pupils make good progress in the design and technology work in school, in the college when on design and electronic courses and with the Post-16 provision where they begin to prepare meals independently and learn to use a wide range of domestic devices and tools.

153 In all key stages attitudes to learning are good. All pupils sustain concentration. Higher attainers, become alert and motivated by the problems posed in lessons. Pupils develop co-operative skills in both design and food technology lessons and even the pupils with the most complex learning difficulties learn with varying degrees of support to sustain concentration and complete tasks. Pupils self development is good as they increasingly take responsibilities for being responsible for duties, purchasing food, cooking, designing and making models with decreasing levels of adult supervision as they become more competent.

154 The quality of teaching is consistently good and occasionally very good in both design and food technology. The support provided by classroom support assistants, particularly in the independent living area, is very good. Teaching is good because of the level of subject knowledge, the high expectations set and the staff's good knowledge of the pupils. The good secondary specialist teaching available to pupils as a part of the secondary carousel arrangement has a positive impact on the progress made.

155 Teachers demonstrate a good level of knowledge and understand and consistently use appropriate technical language with the pupils. This has a positive impact on the progress made by the pupils who are given problems to solve and challenges to meet. Expectations are high, lessons are carefully planned to take account of the levels of competence of the pupils linked to individual education plan targets, and assessments are effectively used to inform the planning of future lessons. Relationships are very good and humour is well used to maintain enthusiasm.

156 The co-ordinator has developed an effective curriculum, clearly rooted within the National Curriculum programmes of study, which fully meets the statutory requirements. There is a clear subject development plan. Skills and understanding are planned for in the programmes and care is taken to ensure equality of opportunities. Assessment procedures are developing well and information is well

used to guide both planning and the review and reporting procedures.

157 Activities are effectively used to further the spiritual, moral, social and cultural development of pupils through the use of ethnic food and continental theme activities whilst the work on buildings develops as awareness of local cultures.

158 Staffing is adequate to teach the planned curriculum and staff development work is planned to ensure that all staff feel adequately skilled to teach all aspects. Staff are aware of need to plan for the steady development of skills in food technology.

159 The accommodation for food technology also has to serve as a classroom base. The efficient time tabling by the head teacher minimised any adverse impact on the curriculum.

160 Learning resources are adequate for food technology. They are in need of development in relation to design and technology. The co-ordinator is aware of the needs, has audited resources against the planned curriculum and prioritised future purchases. The department is efficiently managed.

§

§ **Geography**

161 Progress in geography is satisfactory across the school. It is sometimes good in Key Stage 2 and occasionally very good in Key Stage 3.

162 By the end of the Key Stage 1, and in Key Stage 2 pupils begin to recognise location and to follow directions, and are able to go to particular places for particular reasons.

163 In Key Stage 3 pupils use their interest in Australian television ‘soaps’ to find out more about Australia. They identify some of physical features of the country and link this to Australia’s weather. By the end of the key stage they have made good progress during an extensive topic on Native American Indians and their lifestyles. They have made gains in knowledge about their migration across the Baring Straights during the ice age, following buffalo herds. They make satisfactory progress in using and labelling maps of countries and some of their geographical features.

164 In Key Stage 4 pupils use maps well to help them with topics on wars and conflicts. They colour maps but with little annotation to record meaning. Pupils can use maps as route planners, for example between Dover and Newcastle when planning a school trip and estimating mileage. Year 11 pupils have been involved in an extensive project exploring both the history and geography of Easington Colliery involving map work and other geographical skills. This is an important location study looking at the physical geography, and the impact of people on the environment. Pupils collected and displayed a wide range of stones from the beach, and some good narrative writing has emerged.

165 Pupils show evidence of enjoyment when participating in stimulating geography projects. For example when working on the point of the compass and directional information they enjoy a wide range of practical activities and games which help to reinforce their skills and understanding.

166 From a small sample the teaching of geography is good. Examples of excellent teaching are seen in Key Stage 3. The best teaching involves the creation of stimulating well matched projects or groups of lessons, linked to pupils own experience and well matched to their prior knowledge and understanding. Lessons are generally well planned. Technical language is used well and carefully reinforced. Feedback to pupils is accurate and helps them improve, and it is well used to promote confidence. The best lessons have an exacting pace with regular change of activity or method to maintain pupils full involvement. There is a clear role for support staff that helps to ensure progress of pupils across a wide ability range. An example of good team teaching is seen where the skills of both members of staff contribute positively to the lesson.

167 There is a draft curriculum policy statement. There are plans to produce a full scheme of work and a system for assessing pupils’ progress, but at present there is no system that ensures that there is balance across all aspects of the curriculum or continuous learning across years or key stages. Assessment procedures are not yet developed.

168 Geography is beginning to make a useful contribution to pupil’s understanding of the world about them and people’s impact on the environment. The Easington Colliery project makes a significant contribution to their understanding of the causes and effect of significant change in their own economic and geographic environment.

169 Subject leadership and co-ordination is at an early stage of development in the school. There is a lack of specific subject expertise and a recognised need for staff professional development. Resources to support geography are just satisfactory for the current planned curriculum. Staff and pupils have contributed to some of the very effective displays on topics such as Native American Indians and the locality study of Easington Colliery.

§ **History**

170 Based upon a small sample of lessons and recorded works there is insufficient evidence to make secure judgements about progress in Key Stages 1 and 2. Progress is satisfactory in Key Stage 3. Progress is also satisfactory where historical themes are picked up as part of literacy programmes or humanities based challenges in Key Stage 4.

171 In Key Stages 1 and 2 pupils make progress in understanding sequences over periods of time, often relating directly to their own experience over a few hours or days. In Key Stage 3 pupils have been constructing a time line for Henry VIII in order to record the sequence of his six wives. They have constructed a time line for the life of Queen Victoria that is illustrated using photographs and paintings. Pupils have begun a topic on the 20th Century world learning about the role and treatment of the Suffragette's movement. Their writing shows a sound gain in understanding of the changing role of women. They have used the book "Carrie's War" to develop a feeling for life in another time. There is also evidence of gains in understanding of the historical processes during their work on the Easington Colliery project, on the life of Native American Indians, and on the a topic covering the Tudors and Stuarts.

172 Pupils show enjoyment in handling artefacts and using books as the source materials for their projects on other people living at other times. Their attitudes towards learning and their behaviour in history lessons are good.

173 Teaching of history in the small sample of lessons seen is good. There is also evidence of good planning of history topics. They are well resourced and designed to stimulate interest. Strengths of the teaching are the good use of specific language, good management of pupils and open-ended use of question and answer designed to promote participation by all pupils.

174 The current draft policy document is good. While there is evidence of an interesting and broad range of historical topics there is no formally approved scheme of work or system for recording and assessing coverage and progress. History is not offered in Key Stage 4. Where it is offered it makes a good contribution to pupils understanding of past and present, and of the moral dilemmas faced by preceding generations and other cultures.

175 Subject leadership and co-ordination is recent, but the post-holder has a clear idea of what needs to be done. A suitable development plan is in place. A new range of text books, together with a growing range of topic resource boxes are being developed to support the curriculum, and to assist teachers.

§

§ **Information technology**

176 Progress in information technology is unsatisfactory overall throughout the school because control and measure elements are not fully taught. Only a very small number of information technology lessons were observed during the inspection period. Pupils were observed using information technology in the course of other lessons.

177 Pupils at all key stages satisfactory progress in communicating and handing information, with pupils in Key Stages 3 and 4 making good progress in developing word processing skills. In the area of controlling, monitoring and modelling an imbalance in the curriculum means that the school is not yet fully covering these aspects. The pupils are given few opportunities to explore real or imagined situations or simulations. They do not operate computerised toys and robots and there are no opportunities to monitor external events, for example by using sensors. As a result the pupils make unsatisfactory progress in these aspects of information technology.

178 At Key Stages 1 and 2 pupils are given opportunities to use computers and other technological aids. The pupils, with assistance, use a roller ball mouse. They are starting to understand that they are able to control parts of the environment. The pupils with profound and multiple learning difficulties use switches with adult assistance and they show signs of eye contact, for example when a bubble tube changes colour. Computers are used to produce pictures, for example in Yellow Class when picture patterns of butterflies are printed. The older pupils can input simple data into the computers, for example simple words or numbers. The higher attaining pupils use the computers to produce block graphs in their mathematics work, for example in Red Class on colour of eyes.

179 At Key Stage 3 the pupils with severe learning difficulties can switch on a computer and a minority can explain how to access a program. They type in short sentences and use a draw program on work on Amazon Indians. The pupils with moderate leaning difficulties use 'user name' confidently, they work on computers without direct teacher supervision, for example in a Year 7 lesson a pupil starts the computer, accesses a program and inputs numbers. The pupils make good progress in developing their word processing skills. The pupils use other forms of information technology apart from computers, for example pupils in Year 7 operate record and play on tape recorders.

180 Pupils at Key Stage 4 develop their word processing skills well and use them to write about their topics, for example in history about the first world war. In Year 10 a pupil uses the computer to write a story based on her reading book, she chooses the type size and can identify the font type by name. The pupils use the computers to produce charts, for example in work on Easington Colliery a pupil with reading difficulties produces a good quality chart on records from Easington Colliery Cemetery. Work in school and at the local college develops pupils' finger control when inputting information. The pupils make good progress in using 'clip art', for example when they produce design posters for the Harvest Festival or illustrate their work. Work on control is limited but pupils have had opportunities at college to set up a computer controlled machine to drill numbers in to wood. The pupils use a digital camera to take photographs and explain that the photographs are transferred on to the computer.

181 The attitudes of pupils to information technology is good, and at times very good. This has a positive effect on the progress made. In the very small number of lessons observed the pupils listened very carefully to teachers' instructions. They wait for teacher direction before touching the computers, for example in a Key Stage 3 group with severe learning difficulties, working on the new computers in the library for the first time. Older individual pupils working on computers in classrooms concentrate on what they are doing, they work well without the direct supervision of the teachers. When two pupils are working on the computer together, they take turns and wait patiently.

182 The quality of teaching in the very small number of lessons seen was satisfactory overall and sometimes good. However, there is insufficient teaching of some aspects of information technology which means that progress is unsatisfactory. The teachers had planned the lessons well. Instructions to the pupils were clear and enabled them to progress at their own speed. There is secure knowledge of the areas being taught, for example when explaining about 'user name' in a Key Stage 3 lesson. The teachers relate well to the pupils and their acceptance of all answers and responses helps to develop pupils' self-esteem.

183 The subject has been very well co-ordinated so far, despite the gaps in the curriculum. The co-ordinator has done much effective work in the short time the school has been open. An audit of staff expertise has identified areas for development. Staff have been trained on local authority courses, the co-ordinator has run courses within the school and has worked alongside the teachers in the classrooms. A draft policy document is in place and the school is using the local authority scheme of work with the special educational needs supplement to ensure that there is step by step development as pupils move through school.

184 Resources are generally good. There are sufficient computers to ensure that pupils have regular access both in their classroom and in the library area. The computers have only been installed

very recently and it is not possible to judge the impact on progress at present. There is however a shortage of equipment for control technology and this has an adverse effect on progress. The school has recognised this shortfall and plans to remedy the situation. The use of computers across the curriculum is developing, they are well used in aspects of English and mathematics and are starting to be used in science, for example in work on 'My Body'. In other subjects the use of information technology is not well developed.

Modern Foreign Languages (French)

185 Pupils of all ages and level of attainment, who take part in French, have made good progress in the short-time in which the subject has been taught. Pupils with profound and multiple difficulties do not currently take the subject. Prior to the establishment of the new school pupils had very limited experience of French and therefore their attainment was very low. For the vast majority of pupils, progress, particularly in spoken French, and an understanding of basic vocabulary has been very rapid. Throughout Key Stages 3 and 4 pupils have improved their knowledge of counting in French and in understanding and using French words for different colours. They have developed their ability to greet each other in French and to ask simple questions about names and addresses and they learn to express preferences for food and drink when discussing the differences between a typical French and English breakfast. Accents and pronunciations are improving as a result of the insistence on always speaking in French.

186 Pupils generally have positive attitudes to French. They enjoy the success they have achieved in a short time and as a result are keen to join in discussions and express their ideas and knowledge. They try hard to succeed in pronunciation, persevering even when they find it difficult. Pupils help each other to find the correct word, for example when trying to ask for drinks and they are generally pleased when others are successful. Behaviour is usually good and on the occasions when it is not it is successfully managed with the minimum effect on pupils' learning.

187 The quality of teaching is good. Lessons are well planned with clear objectives and the teacher uses her very good knowledge of the language and the pupils well to target questions or to re-phrase them to enable pupils to understand and demonstrate their knowledge. A good range of resources is used in every lesson to motivate pupils and maintain their interest. For example, when considering the differences in breakfast, good quality discussion was followed by a video and then pupils were given samples of French food and encouraged to use the correct vocabulary when asking for it. As a result they were highly motivated and good progress was made. This pattern is typical of the good quality of teaching and very important in the progress made. Similarly an insistence on always speaking in French during the lesson has a positive effect on the progress made by pupils.

188 The subject is well-managed by the co-ordinator who has worked very hard to develop a draft scheme of work which pupils will work through. She has successfully established the subject over a short period of time enabling pupils to make good progress. Resources are currently adequate for the planned curriculum but will need to be further developed as the subject becomes firmly embedded in the curriculum.

Music

189 During the inspection, lessons were observed in Key Stages 1 and 2, and a Key Stage 3 dance lesson, led by a classroom assistant with dance qualifications, was seen. Post-16 students were observed during a lesson taken by a tutor at the nearby community college.

190 Key stage 1 and 2 pupils make good progress during lessons, and in Key Stage 3 and Post-16 sessions progress is very good. However, the lack of a scheme of work with measurable outcomes,

makes it impossible to identify pupils' rate of progress in the medium or long term.

191 Pupils in Key Stages 1 and 2 learn to sing or sign songs, accompanied by a piano or recorded music. They listen carefully, and learn that different types of instrument, such as piano or drum, make different sounds. They are beginning to stop and start singing or playing when instructed, and to play a range of percussion instruments loudly or softly. Key Stage 3 girls move well to a range of speeds and rhythms. They are aware of the importance of tempo and beat, and know which dance forms are best suited to particular styles of music. Post-16 students know the names of the main stringed instruments and how they are played. They make good use of their knowledge of the significance of size in the stringed group, to identify the instruments which will produce low or high notes. Their feelings of wonder and excitement were evident from their reaction to hearing a violin played by an expert.

192 Pupils enjoy music and join confidently and enthusiastically in all activities. They listen attentively and most co-operate well in group work. They are curious about the sounds they hear, and learn with delight that they can make a range of sounds, and sometimes vary them. Pupils enjoy the attention given to them through specific songs, and these experiences help to extend their concentration. Music lessons are of considerable benefit to pupils with profound and multiple learning difficulties, who respond very positively by smiling, making eye contact with adults and turning their heads towards pleasurable sounds.

193 The quality of teaching is good, and pupils benefit significantly from the school's arrangements for the involvement of experts who are not members of the teaching staff. Class management is good. Aims are clear and teachers' expectations of participation and performance are high for pupils of all abilities. Discussion time is used effectively, and resources, including music from a range of cultures, reinforce and extend pupils' learning. Classroom assistants make a valuable contribution by joining in lessons with enthusiasm, and being very good role models for singing and playing. Teachers of pupils in Key Stages 1 and 2 use music well to promote the development of literacy and numeracy skills, by introducing alphabet and number songs.

194 The policy and draft guidelines provide a sound basis for the early development of a full scheme of work. However, there is no established assessment or recording system and this limits the information available regarding pupils' progress, and restricts the identification of development targets. The school has a range of good quality tuned and untuned instruments, and a wide selection of recorded music in many styles. Pupils' learning is enhanced by regular visits from musicians, and planning is well advanced for a creative arts week next term. Music makes a valuable contribution to the spiritual, social and cultural life of the school.

Physical education

195 Pupils of all ages and levels of attainment make good progress in physical education over a wide range of activities. Some older, higher attaining pupils achieve at levels expected for their ages, for example in football.

196 In Key Stage 1 pupils with autistic characteristics make satisfactory progress when learning to run around the hall responding to instructions to stop, start or move in different directions. Clear individual targets are set, for example one boy makes very good progress in marching and not running when given specific instructions whilst another pupil improves her ability to stop and stand still when instructed. Over time all pupils develop their ability to respond quietly and curb their excitement. This enables them to make progress in the tasks set. Other pupils in Key Stage 1 improve their ability to roll a ball to a named person with greater control and accuracy whilst those receiving it develop their control skills when stopping a moving ball. In Key Stage 2 these skills are further developed when pupils attend the local college. Using basketballs of different sizes pupils are able to pass the ball using bounce passes or rolling gradually controlling it with greater confidence. They begin to apply these skills in small games working with college students. Pupils in Key Stage 3 develop their body control

during dance lessons, learning to respond to different rhythms and beats at different levels and heights. Spatial awareness is developed well as pupils move to different stage directions following clear instructions. In gymnastics lessons very good progress is made in developing stretching movements when rolling using mats.

197 In Key Stage 4 pupils develop their football skills in controlling a ball with different parts of their feet when it arrives from different directions. Passing improves when they work in pairs and small groups. They become increasingly aware of the need for a warm up and cool down and can explain the reasons for them.

198 Throughout the school pupils have positive attitudes to physical education. Younger pupils, particularly those with additional special educational needs, can become over-excited in their enthusiasm to take part but this is well-managed by teaching and non-teaching staff. Behaviour is generally good and pupils of all ages work co-operatively with each other and with adults when working in pairs on ball skills or gymnastic activities.

199 The quality of teaching in physical education is good and has a positive impact on pupils' progress. Teachers' knowledge and understanding of the subject together with their detailed knowledge of the pupils is used very effectively to promote learning. For example with pupils' in Key Stage 1 teachers re-phrase instructions to pupils about moving around the hall to extend their understanding; objectives of lessons are clear and well-matched to the different needs and levels of attainment of pupils, for example in Key Stage 3 when developing rolling techniques in gymnastics the teacher and support assistants concentrated on different qualities depending upon the skills of pupils. As a result all could make sound progress. Resources are well selected generally to promote the objectives of lessons although in one lesson the use of tambourines distressed some pupils because of the noise. Generally a good range of activities and teaching methods maintains pupils' interest and motivation, for example in Key Stage 4 exploring football skills, effective use was made of a video tape demonstrating the skills before pupils practised them. Staff expertise is enhanced by using specialist teachers and students at the local college of further education. Assessment is not yet well developed to guide teaching.

200 The curriculum is broad and balanced and an active scheme of work has been developed which will enable pupils to build on previous learning as they move through the school. The co-ordinator has made a good start in developing the subject but recognises the need to be involved in monitoring and evaluating the curriculum as it develops further. Resources are barely adequate currently. This has a negative impact in some lessons. For example poor quality footballs in the lesson referred to earlier detracted from otherwise very good progress. Accommodation is satisfactory and is enhanced by the good use of external resources.

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§ **Religious education**

201 During the inspection week, three assemblies were observed in Key Stages 1 and 2. Lessons were seen in Key Stages 3 and 4, together with a Key Stage 3 class assembly. Judgements on pupils' progress are based on these observations, together with scrutiny of pupils' work and teachers' planning, displays, a video recording of the school's recent Harvest Festival celebration and discussion with staff and pupils.

202 Pupils in Key Stages 1 and 2 make good progress during assemblies in developing their understanding of the value of individuals, and their knowledge of a range of hymns and prayers. Most Key Stage 3 and Key Stage 4 pupils make good progress in lessons. However, the limited amount of written work, and the lack of adequate structures for assessing and recording learning, means there is insufficient evidence to make a secure judgement about progress over time.

203 At Key Stage 1 most pupils know a number of Bible stories, and understand that Jesus and Moses were special babies. They join in with the actions and some of the words of familiar hymns and

songs. From Key Stage 2 onwards, pupils understand that the religious tradition in Britain is mainly Christian, but that there are other strong and important faiths in this country and elsewhere. They know that Jesus was a teacher, healer and miracle worker, and are familiar with some of the stories of his life. They also develop an understanding of Islam and Judaism, and of the similarities and differences which characterise the beliefs of these three major religions. They are increasingly aware of a number of religious festivals, such as the Chinese New Year, and the significance of these. Pupils in Key Stages 2 and 3 devise their own prayers and say them with reverence.

204 Pupils' response to their assemblies and lessons is almost always good. Most are attentive, listen well and join in discussions enthusiastically. They try hard to understand difficult ideas, such as the notion that religion can cause conflict as well as promote peace. Occasionally, a small number of Key Stage 4 pupils call out and do not take lessons seriously enough, and this restricts progress.

205 Teaching is good and occasionally very good at Key Stage 3. Teachers' knowledge of the subject is good and the deployment of the co-ordinator for most of the teaching in Key Stages 3 and 4 makes effective use of her expertise. Teachers use a wide range of methods and strategies to stimulate pupils' interest and reinforce their understanding. Work is well matched to pupils' individual needs, and this helps them to work independently. However, there are insufficient opportunities for pupils to record their experiences in written form, and this limits the development of their ability to write for a range of purposes. The impact of teaching is also reduced by the lack of a whole school assessment system which clearly identifies individual progress.

206 Religious education, based on the Durham Agreed Syllabus, is offered to all pupils in the school, and the curriculum meets statutory requirements. The forthcoming revision of the Agreed Syllabus has been welcomed as providing the basis for a scheme of work which meets the needs of all the school's pupils. The recently appointed co-ordinator is well qualified, and her enthusiasm has a positive effect on pupils' learning. The school's development plan identifies the Spring Term 2000 as the target date for implementing revised structures, and planning to improve the organisation of the subject is well advanced. Work is underway on developing an assessment system which can be used consistently throughout the school. Resources are satisfactory in quality and quantity, and priorities for future development have been identified.

207 Religious education, and the ethos in which it is taught, provides good support for the spiritual, moral, social and cultural development of the pupils.

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PART C: INSPECTION DATA

§ SUMMARY OF INSPECTION EVIDENCE

§ 208 The school was inspected by a team of seven inspectors for a total of twenty-eight and a half inspection days over a four and a half-day period.

§ 209 Prior to the inspection the registered inspector met with the staff and governors and held a Parents' meeting attended by 32 parents. The inspection team analysed school documentation, including teachers' planning, the School Development Plan and other information about the school.

210 During the inspection a total of 101 lessons or parts of lesson were observed representing all subjects and ages. Samples of pupils' work representing the full range of special educational needs, age range and subjects were scrutinised. A sample of pupils from every year group were heard to read. Acts of collective worship and periods of registration were visited. Pupils were observed during lunch-breaks and around school. They were accompanied on visits to local colleges, the shops and to the local primary school. Additional documentation, including Annual Reviews and statements of special educational needs was analysed.

211 The registered inspector met daily with the head teacher who was interviewed by all inspectors. Teaching staff were interviewed about their areas of responsibility and a meeting was held with non-teaching staff.

212 Meetings were held with the Chair of Governors, the head teacher of a local comprehensive school, the behavioural support teacher and the speech and physiotherapists. The arrival and departure of pupils was observed.

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DATA AND INDICATORS

§ 213 Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
§ YN- Y13	127	127	127	69

§ 214 Teachers and classes

§ Qualified teachers (YN – Y13)

Total number of qualified teachers (full-time equivalent):	16
Number of pupils per qualified teacher:	8

§ Education support staff (YN – Y13)

Total number of education support staff:	13
Total aggregate hours worked each week:	169

Average class size:

8

§ **215 Financial data**

Financial year:	1998 – 1999
	£
Total Income	789,561
Total Expenditure	647,064
Expenditure per pupil	5,627
Balance brought forward from previous year	0
Balance carried forward to next year	142,497

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216 PARENTAL SURVEY

Number of questionnaires sent out:	124
Number of questionnaires returned:	27

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	48	48	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	41	0	0	0
The school handles complaints from parents well	44	52	4	0	0
The school gives me a clear understanding of what is taught	42	50	8	0	0
The school keeps me well informed about my child(ren)'s progress	52	37	11	0	0
The school enables my child(ren) to achieve a good standard of work	52	36	8	4	0
The school encourages children to get involved in more than just their daily lessons	58	42	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	30	35	25	9	0
The school's values and attitudes have a positive effect on my child(ren)	52	48	0	0	0
The school achieves high standards of good behaviour	48	41	7	4	0
My child(ren) like(s) school	74	18	4	4	0

