

INSPECTION REPORT

Townhouse School

Nelson, Lancashire

LEA area: Lancashire

Reference Number: 119890

Headteacher: Andrew Worrall

Reporting inspector: Mike Whitaker
T11834

Dates of inspection: 3rd - 7th November 1997

Under OFSTED contract number: 401262

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

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Information about the school

Type of school difficulties	Special- Severe and profound and multiple learning
Type of control	County
Age range of pupils	2 -19 years
Gender of pupils	Mixed
School address	Townhouse Road Nelson Lancashire BB9 8DG
Telephone number:	01282 - 614013
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Appropriate authority:	Lancashire LEA
Name of chair of governors:	Mrs Anne Clancy

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
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Mike Wright	Mathematics; Information Technology; Art; Music	Full Age Range; Special Education Needs; The Curriculum and Assessment.
Diane Pearson	English; Design Technology; History; Geograph; Religious Education	Staffing, Accommodation and Learning Resources.
George Braddick (lay)		Equal Opportunity; Attitudes, Behaviour and Personal Development; Attendance; Pupils Spiritual, Moral, Social and Cultural Development; Support, Guidance and Pupils welfare; Partnerships with Parents and the Community.

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The Registrar
The Office for Standards in Education
Alexandra House
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Main findings

1. Townhouse Special school has a number of good features particularly in the quality of relationships, the attitudes and behaviour of pupils and students and the partnership established with the community. The quality of teaching is good overall and teachers are well supported by trained nursery nurse staff, visiting para-medical staff and the schools' technical and administrative staff. However, there are important weaknesses in curriculum planning and assessment, particularly in respect of the National Curriculum and in the quality of leadership and management including the procedures for ensuring the most effective use of finances allocated to the school to meet the educational needs of pupils and students. Following a recent management audit these weaknesses have been identified by the school and appropriate plans have been established to address them. However, the school does not presently provide satisfactory value for money.

Attainment and Progress

2. *The characteristics of the pupils for whom the school caters makes it inappropriate to judge their attainments against age-related 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 pupils individual statements, annual reviews and targets set by teachers.*
3. By the end of each key stage and the end of Post 16 provision, progress in English is satisfactory. By the end of Key Stage 1, most pupils make good eye contact and are beginning to concentrate on rhymes and stories. Pupils including those with profound and multiple learning difficulties interact through facial gestures, body movements and sounds. By the end of Key Stage 2 some pupils sign or speak in single words and are beginning to listen, especially to familiar voices. By the end of Key Stage 3 some pupils follow verbal instructions well. They recognise pictures and some letters and words. They practise their name and address by writing over the top of them. By the end of Key Stage 4, one pupil can retell a story with words, signs and finger spelling. Some pupils can discuss the news and identify pictures in the newspaper. Students at Post 16 listen to each other with attention, answer questions appropriately and join in discussion. They are confident when talking to shopkeepers and visitors. Speaking and listening skills are encouraged throughout the school day. Pupils show enjoyment in listening to poetry and stories.
4. In Mathematics pupils make satisfactory progress overall and good progress in relation to their special educational needs. By the end of Key Stage 2 the lower attaining pupils still need prompts in order to react to shapes and begin to identify and classify objects by shape, feel or texture. The higher attaining pupils have developed an understanding of place order, the recognition of numbers and have increased their understanding of mathematical language such as over, under, up and down, first and second. A small number of pupils recognise digits to five and can match and count object to three or five. Some pupils can classify by shape, size and colour. As pupils move through Key Stage 3 and by the end of Key Stage 4 they can also name and identify coins. Some can count to ten and add on groups of items and coins. Some pupils can generalise these skills and use them in a variety of social settings for example when planning and purchasing food items for cooking lessons, particularly in the Post 16 provision
5. Some pupils can identify the features of the clock face and tell the time by hours and they also make good progress in sequencing the major events of the days. Higher attaining Post 16 pupils understand fractions when sharing food and demonstrate good progress when shopping for food within a fixed budget.

6. In mathematics throughout all Key Stages the pupils with the most complex learning difficulties make good progress when, through their senses they are involved in a wide range of mathematical situations. They classify and sort by smell and touch, they make their feelings clear by sound and gesture and repeated pointing in an increasingly wide range of social settings.
7. Pupils in all key stages make satisfactory progress in science over time within their classes. In Key Stage 1 and Key Stage 2 they learn to operate simple switches and are beginning to understand cause and effect, they know that humans have senses and begin to use theirs effectively to explore the world, for example when they explore the properties of materials and can choose between hard and soft materials, understanding hot and cold and applying this knowledge to selecting different materials for clothing. They conduct experiments to demonstrate that plants need water to grow. By the end of Key Stage 3 some can recognise and name the parts of plants and later some can conduct experiments to discover how to control the conditions to enable tropical plants to grow. They learn about caring for animals and they progress to considering the different feeding needs of different animals.
8. In Key Stage 4 pupils have made progress for example in understanding and knowing about fishes, where they live, their names and what they eat. They have considered different methods of classification and considered issues such as size, growth and reproduction.
9. Within the other subjects of the National Curriculum pupils make satisfactory progress overall in the elements of the National Curriculum taught. There is evidence of progress over time in teachers records, photographs and on video tapes. By the end of each Key Stage and in Post 16 in history, geography, design and technology and religious education pupils and students have made satisfactory progress. They have an understanding of maps and some awareness of times past. Pupils are developing their observational skills and are beginning to gather information from a range of sources when on visits and when in the class room using photographs, books and artefacts. They begin to demonstrate their progress by designing and making models in relation to study topics, they also design and make a range of pizza, cakes and prepare meals in food technology lessons demonstrating satisfactory progress over time. Progress in religious education is best demonstrated within history topic work and when pupils celebrate seasonal and religious festivals.
10. Progress is satisfactory in physical education and art in all Key Stages and in Post 16 where pupils demonstrate increasing competence using their developing fine and large motor skills. They control pencils and brushes well in art lessons and in physical education particularly in games lessons they demonstrate good ball control when playing unihock.
11. Progress in music is satisfactory in Key Stage 1 and Key Stage 2 and good in Key Stages 3, 4 and Post 16. All pupils including those with profound and complex difficulties make most progress in singing and when performing with non tuned instruments. Their progress is restricted by the lack of appropriate switches when responding to electronic music.
12. There is insufficient evidence of pupils work to enable secure judgements to be made about progress in information technology. Some individual pupils in all Key Stages and in particular in Key Stage 4 and Post 16, when working with support, demonstrate some understanding of what to do, and some have satisfactory skills when using touch screens, computers, digital cameras and tape recorders. There are no consistently maintained records to show progress.
13. Pupils make poor progress in modern foreign languages in Key Stage 3 and 4 with the school making limited provision and failing to meet statutory requirements. There is little evidence of any pupils work on display and little was available for scrutiny.
14. All pupils in all Key Stages make satisfactory progress in relation to their special educational needs; for some this is consistent for others periodic dependant upon their medical condition

affecting their ability to learn at certain times. In these circumstances consolidating previous learning and reducing regression represents progress.

15. Pupils attitudes to learning are good. They enjoy their work and can apply themselves to the tasks they are set. They have developed very good relationships with adults and other pupils and they behave appropriately in a range of settings in the school and in the community.
16. Pupils' personal development is good and is promoted by many outside contacts, for example in shopping trips, visiting Burnley FC football ground and developing contacts for the \Post 16 Badge company. The good attitudes and behaviour has a positive effect on pupils achievements.
17. In the Post 16 provision all students make good progress in the development of social, communication and numeracy skills in a variety of effectively planned learning situations in the classroom and in the community. Students all make good progress in relation to their special educational needs.
18. The level of attendance is satisfactory and in line with the national average. Pupils are punctual to school and to lessons which begin on time.

Quality of Education

19. The quality of education provided by the school is good in a number of respects but there are important weaknesses in planning, monitoring and evaluating the National Curriculum.
20. The quality of teaching overall in all areas of the school and for pupils of all ages is very rarely less than satisfactory and is very often good. Teachers have at least satisfactory and often good knowledge of the subjects they teach and this is well supported by their very good knowledge of the special needs of the pupils. They use this knowledge skilfully to ensure that all pupils are fully involved in lessons, including those with even the most profound and ,multiple learning difficulties. Good use is made of questions and of re-phrasing, explaining and demonstrating to enable pupils to understand. For instance in a Key Stage 3 science lesson on forces using magnets the teacher had produced very good visual resources to motivate and interest pupils, whilst in a Key Stage 4 music lesson care was taken to ensure pupils listened carefully to the tone and pitch. This improves the progress pupils are able to make.
21. Good classroom management and the use of space enables non-ambulant pupils to join in lessons and good support is provided by nursery nurse assistants to ensure full access to all pupils. Planning is satisfactory for individual lessons with clear overall objectives and individual targets for pupils. However, these targets generally are insufficiently specific to enable teachers to carefully record pupils progress.
22. The teachers use of time is sometimes inefficient and leads to inadequate coverage of some areas of the curriculum. Lessons occasionally finish too soon and time-filling exercises are adopted whilst at other times lesson go on for too long leaving insufficient time for other subjects. This problem is made worse by the overall unsatisfactory monitoring and evaluation of the curriculum since it means that the school does not have a clear picture of the coverage of the subjects.
23. The quality of teaching in the Post 16 provision is consistently good and sometimes very good.
24. The curriculum is broad but not balanced and therefore unsatisfactory in a number of respects. The elements of the curriculum taught are appropriate for the age of the pupils and linked to the National Curriculum. A broad range of experiences are taught within individual classrooms and in the local community reinforcing very effectively the spiritual,

moral and social and cultural development of the pupils.

25. The curriculum is not balanced as some elements of the National Curriculum programmes of study are not taught in most subjects. Religious education is not planned separately but adequately taught through topic work.
26. All levels of management have failed to monitor appropriate time allocations for the National Curriculum subjects and are unable to ensure a balanced curriculum for pupils. Teachers have been confused by the lack of clear guidance on planning. They have been encouraged to plan their own curriculum without reference to a whole school curriculum and have not had the benefit of any monitoring or evaluation. The governing body has failed in its duty to ensure the implementation of the full National Curriculum.
27. However, individual teachers have used target planning matched to the special needs of the pupils to good effect and pupils have made progress in lessons in the parts of the curriculum which they are taught. There is evidence, as a result of a recent management audit of clear planning to improve curriculum development. A clear mission statement has been prepared and clear strategies are being introduced to ensure consistent whole school planning, building on the well developed target setting practice used by individual class teachers.
28. Appropriate attention is now given to personal, social and health education including drugs and sex education. Support staff and teachers are very sensitive to the special education needs of all pupils and are particularly successful in these areas. They plan learning experiences together and ensure that the pupils enjoy age appropriate experiences with due attention to personal dignities. Special educational needs practice and procedures meet statutory requirements and are a strength of the school.
29. The senior unit in conjunction with the parents, the Post 16 provision and the Further Education college ensure of a good careers education programme of guidance and support. This is achieved through a cohesive Post 16 curriculum, an extensive range of visits and link courses, work experience and discussions with careers officers. Pupils and students are well prepared for the next stage of education.
30. Pupils are involved in a good range of extra curriculum activities including sport at lunch time and residential visits are arranged for them. Pupils enjoy equal access to the curriculum taught and to the range of activities which are provided. Activities take account of special need, age and social background of pupils.
31. The discrete and successful Post 16 curriculum is broad and balanced covering appropriate areas of experience whilst building on the skills learnt during the statutory years of schooling. Assessment of progress and the monitoring of pupils success against their planned broad learning targets is a feature of classroom practice. Students are involved in target setting and in developing their own record of achievement folders. The end of course assessments are formulated through a wide range of very good locally accredited certificates of achievement. No nationally accredited assessment of achievement is offered.
32. There is no consistently applied school assessment procedure, or policy, and no whole school guidance and monitoring or evaluation of recording academic progress. As a result assessment procedures are unsatisfactory. However individual class teachers maintain pupils files in which they record progress against the set targets. These cover the national curriculum attainment targets taught and aspects of the pupils social and personal development. The files are enlivened by the good use of photographs.
33. Pupils have been disapplied from National Curriculum tests and tasks although teachers assessments have been fully implemented. The individual learning targets, records and individual education plans are currently being refined to be more specific and these are beginning to be more helpful to teachers in planning lessons.

34. Special educational needs assessment procedures meet statutory requirement. Reports however, are of poor quality lacking sufficient evidence of what pupils have achieved understood, know and can do, despite teachers have maintained records of progress across all aspects of the taught curriculum.
35. All pupils have appropriate, maintained statements of special educational need.

Spiritual, Moral, Social and Cultural development

36. The school is a warm and caring place, and pupils are looked after well.
37. Spiritual development is good and is promoted through assemblies and religious education and time is given to reflect on the good parts of life. Moral development is good and the school fosters honesty, fairness and respect for the truth. Social guidance is good and the school sets high expectations which pupils live-up to. Pupils respect others feelings and property. Cultural development is satisfactory and is promoted through topics and various other ways. Pupils are aware of other faiths and racial harmony is very good.
38. School discipline and behaviour are good and staff constantly encourage and monitor these aspects of school life. Although a Child Protection policy is available it is in need of revision and there is a need to identify designated staff to take responsibility. Health and safety guidelines are in place and staff are fully aware of their responsibilities although there is no nominated member of staff. The partnership the school has developed with parents and the community is good. Parents are well informed and have the services of an interpreter. Although they are invited and welcome to help in school few feel able to respond. Annual reports to parents meet legal requirements but they are general and lack specific details about pupils' attainments and their targets.
39. The school's many educational visits and links with the community enrich pupils knowledge and personal development and are a strong feature of the school.

Management and Efficiency

40. The leadership and management of the school is unsatisfactory overall with no strategic overview of the work of the school being established until recently. Roles and management responsibilities have not been clarified sufficiently to enable curriculum co-ordinators to effectively discharge their duties. This has resulted in a failure to monitor and evaluate curriculum provision for pupils. The school cannot therefore ensure that pupils make appropriate progress in a planned way as they move through the school other than in relation to their specific individual targets. There has, however, been considerable improvement in leadership and management within the governing body and acting senior management team recently and appropriate plans have been developed to extend responsibilities and address the concerns,
41. Following a recent governor requested management audit which identified a number of weaknesses the governing body, acting Headteacher and staff have responded swiftly and positively to the issues raised. A sense of purpose and direction has been established which are shared and are beginning to be understood by all staff. Clear plans for the future development of the school have been written. Priorities and costings are clear but criteria for evaluating the effect on standards are insufficiently specific. Much remains to be done in ensuring that the plans are implemented but there is a clear commitment to development not previously in place. The governing body has always been supportive of the school but has now recognised the need to be more actively involved in strategic management and appropriate action has been taken.

A number of statutory responsibilities are not fulfilled, particularly in relation ensuring a balanced curriculum throughout the school. The school has maintained a positive ethos, particularly in relation to meeting the individual special needs of the pupils in the context of a caring, secure environment. The new plans, when implemented, will extend this to a more rigorous commitment to ensuring progress in a planned way in the subjects of the National Curriculum.

42. Overall staffing, accommodation and learning resources are satisfactory. There is a sufficient number of adequately qualified teachers to deliver the National Curriculum subjects. Teaching staff are well qualified with half of them having additional special educational needs qualifications. The quality of work of the qualified support assistants is very good. They work well as a team, with each class teacher, and are particularly sensitive to the needs of pupil who have profound and multiple difficulties. The school is supported by an able technician and very good secretarial cover. The site manager takes pride in his work and the school is very well cared for. This in turn encourages pupils to treat the fabric of the building with respect. Good use is made of a wide range of visiting specialists.
43. Staff development is not rationally planned. It is unsatisfactory and does not enable curriculum co-ordinators to efficiently manage their role to ensure a knowledge of subjects throughout the school. However, with the new school development plan and the new job descriptions there is evidence to indicate that appropriate training is planned for the future. The second cycle of appraisal is planned to be implemented . There are no induction or appraisal policies yet in place.
44. The accommodation is satisfactory for the teaching of the curriculum. This, in part, is due to the expertise of the staff in their good classroom management skills. The on site accommodation for Post 16 students is limited. The outside play yard and steep ramp to the front door are not suitable to accommodate the needs of all pupils.
45. Resources at present are unsatisfactory to meet the demands of the planned curriculum. There has been no audit of resources to enable staff to identify relevant subjects materials to enable progression and learning to develop across the school. Good use is made of mini buses in order to successfully ensure all pupils have access to the wider community to enhance curriculum areas.
46. Overall since receiving full delegation in April 1996 the school has not had adequate procedures for ensuring that funds are efficiently used to meet the educational priorities of the school. The primary responsibility for setting the budget has rested with administrative staff. This has been discharged effectively using historical costs and virement to maintain a carry forward, and meet the on-going costs of the school. These plans have been endorsed initially by the finance committee of the governing body and by the full governing body. However the budget setting exercise has not been sufficiently supported by a school development planning process and monies have not been carefully targeted to meet the school's educational priority needs. Indeed the school development planning process has not been sufficiently detailed to identify priorities clearly or to enable the school to evaluate the effects of any expenditure on standards being achieved. Following governors concerns and the recent management audit, governors and the acting Headteacher have produced a new management plan with priorities and costings identified. Criteria for monitoring the effects of development remain insufficiently clear. Appropriate plans are in place to use some of the carry forward to support educational developments. Financial considerations and decisions are now being discussed with all staff with management responsibilities.

47. Efficient use is made of teaching staff to meet the educational needs of pupils with the technical staff and nursery nurse being very well deployed to meet the specific special educational needs of pupils as well as providing good more general support. The available resources are used appropriately, generally but some resources for instance Technology hard-ware are not well used and are inappropriate. This is a waste of expensive resources. The available accommodation is used appropriately and good use is made of community facilities and resources to support learning.
48. The most recent auditor's report contained number a of recommendations which, following detailed consideration by the governing body, have been acted upon.
49. Financial control is sound, with the secretaries now applying clear well understood procedures. Administration procedures are sound and the day to day running of the school is now smooth following detailed consideration of the structure of the school day and staff working hours.
50. Pupils progress in relation to their individual special educational needs and the targets set is satisfactory, they have good attitudes to learning, they behave well, develop good relationships and develop well personally. The quality of teaching is good overall and partnership with parents and the community is good. However, the quality of leadership and management, the quality of financial planning and the monitoring and evaluation of the curriculum experiences of pupils means that the school does not fully meet legal requirements and pupils do not receive the full curriculum to which they are entitled. The school does not presently provide satisfactory value for money overall.

1. **Key issues for action**

- Ensure that leadership and management responsibilities are fully carried out and extended to subject co-ordinators as planned . This should enable the school to more effectively plan, monitor and evaluate the curriculum so that pupils can make progress in all subjects as they move through the school;
- Ensure that all elements of all subjects of the National Curriculum and religious education are taught in a planned and structured way so that pupils can build progressively on previous learning as they move through the school. This will require an agreed whole school process of long, medium and short term planning;
- Ensure that a consistent whole school policy and system for assessing and recording pupils attainment is developed and used to more adequately direct teaching in all areas and inform reporting;
- Ensure that all developments are evaluated in terms of the effect they have on the standards achieved by pupils and the quality of education provided by the school.
- Ensure that the governing body fulfils a more effective strategic role in the overall management of the school. This must include ensuring that the school links financial planning to educational priorities for development and improves the value for money provided by the school;

Introduction

Characteristics of the school

1. Townhouse School is a mixed special school for pupils aged 2 to 19 years with severe and profound and multiple learning difficulties and communication difficulties. The school is located on the outskirts of Nelson in a semi-rural area adjacent to a golf course and a park with gardens, an outdoor pool and municipal tennis facilities. The nearby housing is well established, built approximately 30-40 years ago and consists of a mixture of detached, semi-detached and terraced housing. There is a very good range of local facilities and amenities within the local area which are utilised on a regular weekly basis by all pupils within the school.
2. There are currently 35 pupils on roll, 19 of whom have severe learning difficulties and 16 have profound and multiple learning difficulties. The majority of pupils also have communication difficulties some pupils have regressive conditions/syndromes. Of the 35 pupils 17 are girls and 18 boys, who range in age from 5 to 19 years. The majority of pupils live within a 6 mile radius from Townhouse school and travel to and from the school using transport provided by the local education authority. Although pupils come from a range of backgrounds the majority are from the lower socio-economic groups. Over 50 per cent of pupils are from ethnic minority origins.
3. When pupils attain the age of 16 years, students are given the option of remaining at Townhouse to the age of 19 or leaving and attending a local college of further education. To date, most students have opted to remain at Townhouse within the Leavers' Unit, where a special very successful Post-16 curriculum has been developed to suit the needs of the students.
4. At the time of the inspection the Headteacher had been on long term sick leave for two months, following a full management audit by the local education authority. The Deputy Headteacher was made acting Headteacher 2 days prior to the commencement of the inspection. During the past two months the Deputy Headteacher, chairman of governors and advisers from the local education authority have produced a comprehensive action plan, following which the current acting senior management team has produced a range of comprehensive documentation which includes a new school development plan, school prospectus, curriculum document and staff handbook.
5. During the last two months the school has developed a range of clearly defined aims which are divided into two main groups -
 - The promotion of learning and the development of each pupils potential, and,
 - The creation of an industrious, caring community and the encouragement of responsible, independent social participation.
 1. A key aim is to provide a broad and balanced and relevant curriculum which is delivered in a flexible and meaningful manner taking into account the pupils individual needs, age and stage of development.
 2. The acting Headteacher feels that the priorities for the school are to-
 - Review as a matter of urgency, the structure and individual responsibilities of the school's senior management team.
 - Continue to develop a coherent whole school, process of long, medium and short term curriculum planning, which allows breadth, balance, continuity and progression across the curriculum.

- Continue to develop a whole school policy and system of assessment recording and reporting. (Including the Annual Review procedure)
- Develop the role of curriculum co-ordinator with regard to planning, monitoring, assessing curriculum and assisting with staff development.
- Develop a clear system for curriculum monitoring by the management of the school.
- Establish a well-planned and well-financed programme of continuing staff development, linked to a rigorous staff appraisal policy and process.
- Establishing a clear and developing role for the school leavers unit.
- To develop a nursery and early years initiative as part of a revised admissions policy for the school.
- To arrange for a total structural, decorative and physical resource refurbishment of the school.
- To further existing links and develop a role for Townhouse School within the East Lancashire educational and social communities.

1. Key indicators

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2
for the latest reporting year:

Year	Boys	Girls	Total
1997	2	7	9

Attainment at Key Stage 3

Number of registered pupils in final year of Key Stage 3
for the latest reporting year:

Year	Boys	Girls	Total
1997	8	3	11

Attainment at Key Stage 4

Number of 15 year olds on roll in January of
the latest reporting year:

Year	Boys	Girls	Total
1997	2	3	5

All pupils are disapplied from national tests and tasks.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6
	National comparative data	9
Unauthorised absence	School	0
	National comparative data	0

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	16
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. Pupils of all ages make satisfactory progress in all areas of the curriculum covered by the school although there are gaps in the planned curriculum and pupils clearly do not make adequate progress in these areas.
2. By the end of each Key Stage and by the end of Post 16 provision, progress in English is satisfactory. By the end of Key Stage 1, most pupils make good eye contact and are beginning to concentrate on rhymes and stories. Pupils including those with profound and multiple learning difficulties interact through facial gestures, body movements and sounds. By the end of Key Stage 2 some pupils sign or speak in single words and are beginning to listen, especially to familiar voices. By the end of Key Stage 3 some pupils follow verbal instructions well. They recognise pictures and some letters and words. They practise their name and address by writing over the top of them. By the end of Key Stage 4, one pupil can retell a story with words, signs and finger spelling. Some pupils can discuss the news and identify pictures in the newspaper. Students at Post 16 listen to each other with attention, answer questions appropriately and join in discussion. They are confident when talking to shopkeepers and visitors. Speaking and listening skills are encouraged throughout the school day. Pupils show enjoyment in listening to poetry and stories.
3. In Mathematics pupils make satisfactory progress overall and good progress in relation to their special educational needs. By the end of Key Stage 2 the lower attaining pupils still need prompts in order to react to shapes and begin to identify and classify objects by shape, feel or texture. The higher attaining pupils have developed an understanding of place order, the recognition of numbers and have increased their understanding of mathematical language such as over, under, up and down, first and second. A small number of pupils recognise digits to five and can match and count object to three or five. Some pupils can classify by shape, size and colour. As pupils move through Key Stage 3 and by the end of Key Stage 4 they can also name and identify coins. Some can count to ten and add groups of items and coins. Some pupils can generalise these skills and use them in a variety of social settings for example when planning and purchasing food items for cooking lessons, particularly in the Post 16 provision.
4. Individual teachers records indicate that in all of the elements of the mathematics curriculum pupils make satisfactory progress overall and good progress in the use of number skills in all key stages. By the end of Key Stage 2 pupils most pupils have progressed satisfactorily and count orally and are aware of the order of and notation of numbers. They make progress and increase their knowledge of size comparison and develop an awareness of basic measurement using standard units. Pupils begin to order and sequence objects, handle simple data. The higher attaining pupils use clothes to order the sequence of dressing and make progress with comparative studies of the various height of pupils in the class.
5. The higher attaining pupils continue to make satisfactory progress through Key Stage 3 and 4 increasingly using their skill in a wider range of practical situations when shopping, cooking and in art work when using sequencing and repeat pattern making. Pupils make satisfactory progress as they develop an understanding of shapes and their properties. Pupils increase their ability to identify, recognise and name coins and the higher attaining pupils make progress in understanding the value of coins up to one pound. Most make good progress in grouping things like fruit and vegetables. Some Post 16 make satisfactory progress in estimating and using calculators.

6. Some pupils can identify the features of the clock face and tell the time by hours and they also make good progress in sequencing the major events of the days. Higher attaining Post 16 pupils understand fractions when sharing food and demonstrate good progress when shopping for food within a fixed budget.
 7. In mathematics throughout all Key Stages the pupils with the most complex learning difficulties make good progress when, through their senses they are to be involved in a wide range of mathematical situations. They classify and sort by smell and touch, they make their feelings clear by sound and gesture and repeated pointing in an increasingly wide range of social settings.
 8. Pupils in all key stages make satisfactory progress in science over time within their classes. In Key Stage 1 and Key Stage 2 they learn to operate simple switches and are beginning to understand cause and effect, they know that humans have senses and begin to use theirs effectively to explore the world, for example when they explore the properties of materials and can choose between hard and soft materials, understanding hot and cold and applying this knowledge to selecting different materials for clothing. They conduct experiments to demonstrate that plants need water to grow. By the end of Key Stage 3 some can recognise and name the parts of plants and later some can conduct experiments to discover how to control the conditions to enable tropical plants to grow. They learn about caring for animals and they progress to considering the different feeding needs of different animals.
1. In Key Stage 4 pupils have made progress for example in understanding and knowing about fishes, where they live, their names and what they eat. They have considered different methods of classification and considered issues such as size, growth and reproduction.
1. Within the other subjects of the National Curriculum pupils make satisfactory progress overall in the elements of the National Curriculum taught. There is evidence of progress over time in teachers records, photographs and on video tapes. By the end of each Key Stage and in Post 16 in history, geography, design and technology and religious education pupils and students have made satisfactory progress. They have an understanding of maps and some awareness of times past. Pupils are developing their observational skills and are beginning to gather information from a range of sources when on visits and when in the class room using photographs, books and artefacts. They begin to demonstrate their progress by designing and making models in relation to study topics, they also design and make a range of pizza, cakes and prepare meals in food technology lessons demonstrating satisfactory progress over time. Progress in religious education is best demonstrated within history topic work and when pupils celebrate seasonal and religious festivals.
 2. Progress is satisfactory in physical education and art in all Key Stages and in Post 16 where pupils demonstrate increasing competence using their developing fine and large motor skills. They control pencils and brushes well in art lessons and in physical education particularly in games lessons they demonstrate good ball control when playing unihock.
 3. Progress in music is satisfactory in Key Stage 1 and Key Stage 2 and good in Key Stage 3,4 and Post 16. All pupils including those with profound and complex difficulties make most progress in singing and when performing with non tuned instruments. Their progress is restricted by the lack of appropriate switches when responding to electronic music.
 4. There is insufficient evidence of pupils work to enable secure judgements to be made about progress in information technology. Some individual pupils in all Key Stages and in particular in Key Stage 4 and Post 16, when working with support, demonstrate some understanding of what to do, and some have satisfactory skills when using touch screens, computers, digital cameras and tape recorders. There are no consistently maintained records to show progress.
 5. Pupils make poor progress in modern foreign languages in Key Stage 3 and 4 with the school

making limited provision and failing to meet statutory requirements. There is little evidence of any pupils work on display and little was available for scrutiny.

Attitudes, behaviour and personal development

1. All pupils have good attitudes to learning they listen carefully to their teachers. They enjoy learning and apply themselves well to the task in hand showing a capacity to sustain concentration.
2. Pupils are courteous and polite to each other and towards adults. Good relationships are established and pupils develop socially and work co-operatively together within the daily class routines. Pupils experience many and varied outside visits. Pupils respond positively to the opportunities provided to take responsibilities and make good progress in developing their social independence. Staff have high expectations of the pupils. Behaviour in school and off-site is good. Pupils are friendly, courteous and polite towards adults. They show respect for other people's feelings and their property. There is no evidence of any inappropriate behaviour and racial harmony is very good.
1. Pupils personal development is good and pupils are willing to take responsibility and be involved in daily routines. Post 16 students have set-up a mini enterprise manufacturing buttons and badges which has proved very successful. Proceeds go to charity. This enhances their personal development.

Attendance

1. The level of attendance is satisfactory and in line with the national average. Absenteeism is predominately due to medical reasons, although, there are one or two occasions where some pupils have been taken on holiday. There is no unauthorised absence.
2. Lateness is not a problem and does not cause disruption to lessons. Registration is dealt with promptly and meets legal requirements.

Quality of education provided

Teaching

1. The quality of teaching overall in all areas of the school and for pupils of all ages is very rarely less than satisfactory and is very often good. Teachers have at least satisfactory and often good knowledge of the subjects they teach and this is well supported by their very good knowledge of the special needs of the pupils. They use this knowledge skilfully to ensure that all pupils are fully involved in lessons, including those with even the most profound and multiple learning difficulties. Good use is made of questions and of re-phrasing, explaining and demonstrating to enable pupils to understand. For instance in a Key Stage 3 science lesson on forces using magnets the teacher had produced very good visual resources to motivate and interest pupils, whilst in a Key Stage 4 music lesson care was taken to ensure pupils listened carefully to the tone and pitch. This increases the progress pupils are able to make.
2. Good classroom management and the use of space enables non-ambulant pupils to join in lessons and good support is provided by nursery nurse assistants to ensure full access to all pupils. Planning overall is satisfactory for individual lessons with clear objectives for lessons overall and individual targets for pupils. These targets general are insufficiently specific to enable teachers to carefully record pupils progress.

3. The teachers use of time is sometimes inefficient and leads to inadequate coverage of some areas of the curriculum. Lessons occasionally finish too soon and time-filling exercises are adopted whilst at other times lessons go on far too long leaving insufficient time for other subjects. This problem is compounded by the overall unsatisfactory monitoring and evaluation of the curriculum since it means that the school does not have a clear picture of the coverage of the subjects.
4. The quality of teaching in the Post 16 provision is consistently good and sometimes very good. The collaborative planned working of the teacher and the classroom support staff has a positive impact on the achievements of the students. Relationships are very good and behaviour management strategies are consistently applied in an age appropriate manner. The staff provide good role models to the pupils and work with humour and enthusiasm. The dignity of the young adults is preserved in all circumstances. Lessons are planned with due attention to age, ethnicity and particular special educational needs.

The curriculum and assessment

Curriculum

1. The curriculum is broad but not balanced and therefore unsatisfactory in a number of respects. The elements of the curriculum taught are appropriate for the age of the pupils and linked to the National Curriculum. A broad range of experiences are taught within individual classrooms and in the local community reinforcing very effectively the spiritual, moral and social and cultural development of the pupils.
2. The curriculum is not balanced as some elements of the National Curriculum programmes of study are not taught in most subjects. Religious education is not planned separately but adequately taught through topic work.
3. All levels of management have failed to monitor appropriate time allocations for the National Curriculum subjects and are unable to ensure a balanced curriculum for pupils. Teachers have been confused by the lack of clear guidance on planning. They have been encouraged to plan their own curriculum without reference to a whole school curriculum and have not had the benefit of any monitoring or evaluation. The governing body has failed in its duty to ensure the implementation of the full National Curriculum.
4. However, individual teachers have used target planning matched to the special needs of the pupils to good effect and pupils have made progress in lessons in the curriculum which they are taught. There is evidence, as a result of a recent, management audit of clear planning to improve curriculum development. A clear mission statement has been prepared and clear strategies are being introduced to ensure consistent whole school planning, building on the well target setting practice used by individual class teachers.
5. Appropriate attention is now given to personal, social and health education including drugs and sex education. Support staff and teachers are very sensitive to the special education needs of all pupils and are particularly successful in these areas. They plan learning experiences together and ensure that the pupils enjoy age appropriate experiences with due attention to personal dignities. Special educational needs practice and procedures meet statutory requirements and are a strength of the school.
6. Homework is not routinely provided, and there is no whole school policy. Staff deal efficiently with the medical needs of pupils and as a result little curriculum time is lost.
7. The senior unit in conjunction with the parents, the Post 16 provision and the Further Education college ensure good careers education programme of guidance and support. This is achieved through a cohesive Post 16 curriculum, an extensive range of visits and link courses, work experience and discussions with careers officers. Pupils and students are well prepared for the

next stage of education.

8. Pupils are involved in a good range of extra curriculum activities including sport at lunch time and residential visits are arranged for them. Pupils enjoy equal access to the curriculum taught and to the range of activities which are provided. Activities take account of special need, age and social background of pupils.
1. The discrete and successful Post 16 curriculum is broad and balanced covering appropriate areas of experience whilst building on the skills learnt during the statutory years of schooling. Assessment of progress and the monitoring of pupils success against their planned broad learning targets is a feature of classroom practice. Students are involved in target setting and in developing their own record of achievement folders. The end of course assessments are formulated through a wide range of very good locally accredited certificates of achievement. No nationally accredited assessment of achievement is offered.

Assessment

1. There is no consistently applied school assessment procedure, or policy, and no whole school guidance and monitoring or evaluation of recording academic progress. As a result assessment procedures are unsatisfactory. However individual class teachers maintain pupils files in which they record progress against the set targets. These cover the national curriculum attainment targets taught and aspects of the pupils social and personal development. The files are enlivened by the good use of photographs.
1. Pupils have been disapplied from National Curriculum tests and tasks although teachers assessments have been fully implemented. The individual learning targets, records and individual education plans are currently being refined to be more specific and these are beginning to be more helpful to teachers in planning lessons.
1. Special educational needs assessment procedures meet statutory requirement. Reports however, are of poor quality lacking sufficient evidence of what pupils have achieved understood, know and can do, despite teachers have maintained records of progress across all aspects of the taught curriculum.
2. All pupils have appropriate, maintained statements of special educational need.

Pupils' spiritual, moral, social and cultural development

1. The school's provision overall for spiritual, moral, social and cultural development is good overall and as a result the pupils make good progress. It is a warm and caring place where pupils are valued and taught right from wrong. Pupils are given many opportunities to experience and reflect on the environment and celebrate festival days of other faiths, for example Eid. This work is well supported in art and music lessons.
2. Spiritual development is good and is provided through assemblies where pupils partake in religious instruction and are also encouraged to reflect on the good things in life
3. The provision for moral development is good and pupils make good progress. The school fosters honesty, fairness and respect for the truth. Pupils behaviour is good and the school ensures equal opportunities to all pupils. Great care is taken to fully involve the PMLD pupils in all aspects of learning both social and academic.
4. The social development of pupils is good and pupils are helped to learn how to relate to others behave appropriately and respect the feelings of others and they make good progress. There are opportunities for pupils to take responsibilities in the daily routines of school life. The school sets high expectations and pupils match them.
5. Cultural development is satisfactory and is promoted in various ways, particularly outside visits

linked to topics. The school population is multi-racial and pupils learn about other faiths and festivals in assemblies and religious education.

Support, guidance and pupils' welfare

1. The school is a very caring community which provides good support and guidance for all its pupils. Relationships between staff and pupils are good and form a secure basis for learning. The acting Headteacher and staff know the children and interact well with them. Welfare assistants make a positive contribution to the support provided for pupils. Regular contact is kept with all the relevant support agencies and Individual Education Plans are reviewed every six months. Monitoring of pupils personal development is satisfactory, but less so for their academic achievements. Good caring guidance and support is provided which helps prepare pupils and students for their next place of education.
2. Discipline and behaviour are good and high standards are continually being encouraged and monitored. Attendance is well monitored and procedures ensure the levels are maintained.
3. The school has a Child Protection policy in place which is scheduled for reviewing and updating within the next 12 months. The nominated persons are the head and deputy Headteacher. All staff are aware of Child Protection procedures and are very conscious of safe guarding and promoting pupils well being. Apart from the formal methods for reporting child abuse there is a special book for the acting Headteacher to record any suspicions which are replaced by staff.
4. There are health and safety guidelines but these have not been revised or updated for sometime. Staff implement good health and safety procedures which rank as a high priority. Teachers and welfare assistants have had basic first aid training and are aware of procedures to use when dealing with accidents and emergencies. Pupils are well supervised at all time. Electrical equipment is checked annually by the County Authority and the kitchen by the Environmental Officer. A health and safety audit had recently been carried out which has identified items which should be looked into. The school has informed the County Council. There is no formal monitoring of health and safety precautions. However, the whole staff are very conscious of its responsibilities in this area. At the present time there is no health and safety committee or staff representative. There is a school governor with health and safety responsibility.

Partnership with parents and the community

5. Although the school has developed satisfactory lines of communication with parents, the parental response is poor. Parents are kept well informed by newsletters, prospectus, governors annual report, parents evening, and pupils annual reports and the regular use of home and school diary. The services of an interpreter are available to the school to provide for the large ethnic majority. Home diaries are used which parents consider a vital link.
6. Parents are invited into school to help, but very few become actively involved. Involvement is higher for Post 16 provision. Regular reviews of pupils progress are held and most parents attend at least their pupils annual review meeting. The school operates an "open door" policy for parents, but again the response is poor. There is no active Parent/Teacher/Friends Association.
7. Annual written reports meet statutory requirements but are uninformative regarding specific targets for pupils. The information describing the progress made by pupils is very generalised.
8. The school collects for national charities and has good links with all the relevant outside agencies. The school's many educational visits and links with the community, enrich pupils knowledge and enhance their personal development.

The management and efficiency of the school

Leadership and management

9. The leadership and management of the school is unsatisfactory overall with no strategic overview of the work of the school being established until recently. This has resulted in a failure to monitor and evaluate curriculum provision for pupils. The school cannot therefore ensure that pupils make appropriate progress in a planned way as they move through the school other than in relation to their specific individual targets. There has, however, been considerable improvement in leadership and management within the governing body and acting senior management team recently and appropriate plans have been developed to extend responsibilities and address the concerns.
10. The Headteacher was absent from school due to illness during the period of the inspection and the deputy Headteacher has been temporarily promoted to the post of acting Headteacher. A recent governor requested local authority led management audit identified a number of weaknesses in the school's management practices which include the need to review all job descriptions, more clearly define the role of subject co-ordinators, clearly define staff working hours and develop the role of the senior management team. In addition a need for the governors to clarify the respective roles of the Headteacher and Deputy, including the role of the head in setting the budget has been identified.
11. The governing body, acting Headteacher and staff have responded swiftly and positively to the issues raised. A new prospectus, staff handbook and revised philosophy and aims statements have been produced and the acting head and governors now have clear aims and objectives for the future development of the school. A sense of purpose and direction has been established which is shared and is beginning to be understood by all staff. The role of teachers in managing subjects as curriculum co-ordinators has been more clearly defined new draft job descriptions have been produced. A team approach to curriculum development and management is being developed.
12. The governing body has become increasingly involved in the strategic management of the school following the management audit. They are now clear about their role and the work needing to be undertaken. Although they have always been supportive of the school they had previously not been sufficiently rigorous in their responsibilities for monitoring and evaluating the work of the school. Although an appropriate committee structure had been established following the introduction of the Local Management of Special Schools meetings were insufficiently clear in recording action and decisions or monitoring the implementation or effects of decisions. At the time of the inspection the full governing body was involved in all decisions about the future development of the school.
13. An appropriate, immediate, one year development plan is now in place although longer term objectives have not yet been identified. The governors and acting Headteacher have worked closely in creating the plan and all staff are fully aware of its contents. Earlier management plans are inadequate in guiding the development of the school. The role of staff in determining the priorities has been necessarily limited this year because of the need to address some issues as a matter of urgency. It is the clearly stated intention of the acting Head and governors to more fully involve the staff in determining future priorities once the immediate issues are addressed. The new job descriptions for curriculum co-ordinators and the re-defined role of the senior management team together with the more active role of the governing body indicate a commitment to monitoring, evaluating and supporting the development of the curriculum and the quality of teaching in an appropriate way not previously in place. The priorities identified in the development plan are appropriate to the school's immediate circumstances and needs and provide an effective strategy for improvement.

14. As a result of the recent developments in relation to more rigorous planning and monitoring there is a clear commitment to improving the standards achieved by pupils and the quality of education provided. A very positive ethos exists in relation to meeting the special educational needs of the pupils in the context of a caring, secure environment. The governing body does not currently fulfil its statutory responsibilities in relation to ensuring full balanced coverage of the National Curriculum.

Staffing, accommodation and learning resources

15. Overall staffing, accommodation and learning resources are satisfactory. This is due to the good classroom management and use of additional outside resources.
16. The ratio of staff to pupils is adequate given the present population of pupils. Staff are well qualified with half having additional special needs qualifications. Most of the staff have been at the school for a number of years. The Headteacher is on long term sick leave and the Deputy Headteacher has taken full responsibility for the work of the school. There are supply teachers in school and some of the curriculum delivery to pupils and students has become fragmented. The teaching staff are ably supported by seven qualified nursery nurses who meet the needs of pupils very well especially those with more profound and multiple learning difficulties. Two additional nursery nurses are funded by the local education authority to provide essential support to pupils who have specific learning difficulties, this support is soon to be withdrawn. All teaching staff have a responsibility for co-ordinating one or more subjects of the curriculum. Some of these responsibilities are very new and as yet staff do not have monitoring and development time in which to co-ordinate curriculum and assessment. The day to day running of the school is enhanced by a full time technician, efficient administration staff, an excellent site manager, midday supervisors, escorts and cleaner, A range of specialists support pupils, advise staff, assess pupils, work with parents and contribute to reviews and statements.
17. Staff development is unsatisfactory. It does not enable curriculum co-ordinators to effectively manage their role to ensure a whole school knowledge and approach to subjects of the National Curriculum. Within the new school development plan and job descriptions this is planned to be addressed. The second cycle of appraisal is to be included in this plan. The curriculum will be enhanced when emphasis is placed on staff development to ensure the necessary skills to meet curriculum initiatives to promote the co-ordination of their subjects. Nursery nurses are included in all staff training. Comprehensive job descriptions are in place for all staff.
18. The accommodation is satisfactory overall for the delivery of the curriculum. This is in part due to the expertise of staff in their good classroom management of space and pupil movement.
19. The school is situated in two buildings, one accommodating Key Stages 1,2 and 3 pupils and the other Key Stage 4 and Post 16 pupils. There is appropriate access between the sites by road and footpath with ramped access through the play ground. The school is clean and well maintained internally by the committed site manager who takes a pride in the appearance of the school. This in turn encourages the pupils to respect the environment. Two of the classrooms are very small and are inadequate to accommodate pupils, staff and therapeutic management equipment safely. With careful management by the class teachers this is not proving detrimental to pupil learning. The governing body have requested plans be drawn up for changes to the building to enable the curriculum to be taught more effectively. Toilet and changing facilities are just adequate to meet the personal needs of some pupils especially to encourage independent hygiene. A sensory room is well furnished to enable pupils to actively participate with light and sound equipment. There is a small hall for physical education and an outside marked yard and climbing apparatus. The yard is covered with slippery moss and leaves which prevents pupils having access at play times. Wheelchairs in the corridor are a hazard and prevent

independent movements of some pupils. Off site facilities are used effectively such as the local sports centre for swimming, the park and football ground and the environmental centre.

20. Resources are unsatisfactory to meet the demands of the planned curriculum at present. The planned audit of resources will focus attention on relevant subject materials to enable progression and learning to develop across the school. Co-ordinators are to carry out audits of resources prior to planning schemes of work. There is an excellent mini bus which is used for field study trips. Each classroom had adequate basic resources which are used well by the staff. There is a small area of books. Good use is made of the local and the library loan service. All classes have access to a video and computer to compliment and record subject areas. Physical education equipment is satisfactory for a restricted range of skills in the small hall. A variety of hoists, standing frames and changing benches are available to meet the physical needs of some of the pupils.

The efficiency of the school

21. Overall since receiving full delegation in April 1996 the school has not had an adequate procedure for ensuring that funds are efficiently used to meet the educational priorities of the school. The primary responsibility for setting the budget has rested with administrative staff. This has been discharged effectively using historical costs and to maintain a large carry forward, and meet the on-going costs of the school. These plans have been endorsed initially by the finance committee of the governing body and by the full governing body. However the budget setting exercise has not been sufficiently supported by a school development planning process and monies have not been carefully targeted to meet the school's educational priority needs. Indeed the school development planning process has not been sufficiently detailed to identify priorities clearly or to enable the school to evaluate the effects of any expenditure on standards being achieved. Following the recent governors' requested management audit governors and the acting Headteacher have produced a new management plan with priorities and costings identified. Criteria for monitoring the effects of development remain insufficiently clear. Appropriate plans are in place to use some of the carry forward to support educational developments. Financial considerations and decisions are now being discussed with all staff with management responsibilities.
22. Efficient use is made of teaching staff to meet the educational needs of pupils with the technical staff and nursery nurse being very well deployed to meet the specific special educational needs of pupils as well as providing good more general support. The available resources are used appropriately, generally but some resources for instance Technology hard-ware are not well used and some are wasteful and inappropriate.
23. The most recent auditor's report contained number of recommendations which, following detailed consideration by the governing body, have been acted upon.
24. Financial control is sound, with the secretaries now applying clear well understood procedures. Administration procedures are sound and the day to day running of the school is now smooth following detailed consideration of the structure of the school day and staff working hours.
25. Pupils progress in relation to their individual special educational needs and the targets set is satisfactory, they have good attitudes to learning, they behave well, develop good relationships and develop well personally. The quality of teaching is overall and partnership with parents and the community is good. However, the quality of leadership and management the quality of financial planning and the monitoring and evaluation of the curriculum experiences of pupils means that the school does not fully meet legal requirements and pupils do not receive the full curriculum to which they entitled. The school does not presently provide satisfactory value for money overall.

PART B: CURRICULUM AREAS AND SUBJECTS

English, mathematics and science

English

26. Pupils in all key stages and Post 16 provision make satisfactory progress in the aspects of English that are taught. However, the curriculum for English lacks continuity and planning to give staff a clear overview of direction, attainment and progress.
27. By the end of Key Stages 1 and 2 most pupils can give good eye contact, participate in rhymes and stories and interact with known adults, one little girl can use words in context and respond in short phrases. By the end of Key Stage 3, most pupils follow verbal instructions well. They recognise pictures and flash cards, recount their news using picture clues and are beginning to recognise their names and addresses. Some pupils overwrite or copy letters, they listen to and sometimes recount stories. One boy has recently begun to read and another boy is reading level 3 of a reading scheme with understanding. Other pupils are able to recognise three or more letters and match to real objects. By the end of Key Stage 4 one girl can read, sign and finger spell simple text. Pupils use computer skill to write their names and simple copied news. They discuss daily events and identify items in the newspaper. Pupils practise their names and addresses. At Post 16 students are using symbol shopping cards and recipes and recording work with photographic symbols for their school achievement awards. Students are confident when speaking to shopkeepers and visitors and when making telephone calls. Speaking and listening skills are encouraged throughout the day for all pupils and students. Pupils who have profound and multiple learning difficulties respond with body and facial gestures, smiles and recognising objects.
28. Pupils in Key Stages 1 and 2 are relaxed and happy during story time, they respond well to adult interaction and give good eye contact especially to the television screen for a favourite jingle. Pupils in Key Stage 3 are beginning to concentrate for longer periods, they can make choices and respond to structure and routine. Other pupils require more individual help to attend and achieve small steps. At Key Stage 4 pupils listen well to stories and can anticipate the text. Pupils are relaxed and work with purpose, they are friendly and happy to talk about their work. At Post 16 students are attentive and alert and keen to take responsibility.
29. The quality of teaching in Key Stages 1 and 2 is good and sometimes very good with the teacher and assistants jointly taking a main part in the lesson to effectively involve all the pupils. Good variety and pace to the lessons make them exciting, pupils are praised and encouraged. At Key Stage 3 the quality of teaching is satisfactory and good. Teaching is best when the lesson is well planned, with high expectations, good use of resources and sound knowledge of pupils. A variety of approaches ensure interest and developing of skills. Support assistants work with individual pupils to successfully encourage speaking, listening and attention skills. At Key Stage 4 the teaching is sensitive to the age of the pupils, music and video are used effectively with pupils with profound and multiple learning difficulties. At post 16 the use of technical language is encouraged. The teacher has high expectations and plans individual targets well. All staff work as a team in their classes to achieve some very good work with pupils and students. They praise and encourage pupils to do their best, and respect and value their individuality.

30. The speech and language therapists work closely with parents and teachers to assess and plan speaking and listening strategies for individual and small groups of pupils. The medical officer liaises with the pre-school team and range of specialists to ensure all pupils have assessment and educational provision as early as possible. Pupils communication skills are well documented when they come into school and the speech and language therapists continue assessments with a variety of approaches. A more effective standardising of signs, symbols, augmentative communication aids and reading is planned within the English curriculum. A good start has been made and a whole school approach with monitoring, staff development and assessment should aid continuity and progress for pupils and students. Statutory requirements are met.

Mathematics

31. In Mathematics pupils make satisfactory progress overall and good progress in relation to their special educational needs. By the end of Key Stage 2 the lower attaining pupils still need prompts in order to enable them to react to shapes and begin to identify and classify objects by shape feel or texture. The higher attaining pupils can demonstrate understanding of place order, the recognition of numbers and have increased their understanding of mathematical language such as over, under, up and down, first and second. A small number of pupils recognise digits to five and can match and count object to three or five. Some pupils can classify by shape, size and colour.
32. Individual teachers records indicate that in all of the elements of the mathematics curriculum pupils make satisfactory progress overall and good progress in the practical application of basic numeracy skills in all key stages. By the end of Key Stage 2 most pupils have progressed satisfactorily and count orally and are aware of the order of and portion of numbers they make progress and increase this knowledge of size comparison and develop an awareness of basic measurement using standard units. Pupils begin to order and sequence objects, handle simple data. The higher attaining pupils use clothes to order the sequence of dressing and make progress with comparative studies of the various height of pupils in the class.
33. The higher attaining pupils continue to make satisfactory progress through key stage three and four increasingly using their skill in a wider range of functional settings when shopping, cooking and in art work when using sequencing and repeat patterns.
34. Most pupils make progress as they develop an understanding of shapes and their properties. All pupils increase their ability to identify, recognise and name coins and the higher attaining pupils make good progress in their ability to appreciate the value of coins up to one pound. Most pupils make good progress with the practical classification skills particularly when working with colours, shapes, fruit and vegetables. A small number of pupils can identify the features of the clock face making good progress in sequencing the major events of the day. As pupils move through Key Stage 3 and by the end of Key Stage 4 many can also name and identify coins. Some can count to ten and put a number value on groups of items and coins. Some pupils can generalise these skills and use them in a variety of social settings for example when planning and purchasing food items for cooking lessons. In Post 16 the higher attaining pupils demonstrate an awareness of fractions when portioning food and in a variety of social settings making good progress when they count and purchase fruit, vegetables, personal items and generally manage to shop within a fixed budget.
35. In mathematics throughout all key stages the pupils with the most complex learning difficulties make good progress when, through the senses they are encouraged to be involved in a wide range of mathematical stimulation. They classify and sort by smell and touch, they make their feelings clear by sound and gesture and repeated pointing in an increasingly wide range of social settings.

36. All pupils and students have a positive attitude to mathematics and especially all aspects of practical or functional activities. They respond well to the challenges set for them, including those with profound and multiple learning difficulties. Their enjoyment is particularly evident when shopping and relating to the public within the community. They are polite and courteous and behave well. They treat resources and others with respect. Pupils and students work well independently, in groups and with all adults. Most Post 16 pupils maintain age appropriate behaviour without prompts from adults.
37. The quality of teaching in mathematics is never less than satisfactory and occasionally it is good in each key stage. Lessons are well planned, resources well prepared and matched to the particular special needs of all pupils. Pupils with profound and multiple difficulties are extended and challenged on visits to the supermarket when good opportunities are identified to provide sensory stimulation. The use of praise is good. Role models of appropriate behaviour are provided by staff. Pupils are encouraged to generalise their number skills in a range of social settings using real money. In the best lesson good links are established with other curriculum areas such as the use of number action ,songs, sequencing patterns in art and the use of speaking and listening skills when pupils and students plan shopping and banking expeditions.
38. The curriculum is planned to accord with all National Curriculum requirements with all elements covered. The lack of clear subject co-ordination however, has meant that the balance of experience has not been monitored and some skills have been revisited and developed at the expense of others. Statutory requirements are met. The assessment strategies which underpin the mathematics curriculum have been based upon a target setting process unique to each class teacher. As a result the process lacks consistency and the reporting procedures lack attention to specific details. Learning targets are very general and broad.
39. The good social opportunities provided for pupils within the mathematics curriculum have a positive impact on their social and moral development. This aspect of the Post 16 curriculum is particularly well developed.
40. There is a mathematics policy document and a scheme of work based on age appropriate programme of study although the teaching of the curriculum has not been monitored or evaluated. There is no history of inservice planning to support the development of the mathematics curriculum nor to ensure consistency in teaching.
41. Staffing levels are appropriate and the newly identified co-ordinator has sufficient knowledge and experience to ensure the development of the subject. Classrooms are adequate for teaching of the subjects and very good use is made of the local environment and the wider community.
42. Resources have not been audited but have been adequate to support the development of the subject to its present levels of satisfactory practice. There is an annual budget to support the development of the subject, this has not been allocated on the basis of an audit of needs.

Science

43. Pupils in all Key Stages make satisfactory progress in science over time within their classes. In Key Stage 1 and Key Stage 2 they learn to operate simple switches and are beginning to understand cause and effect, they know that humans have senses and begin to use theirs effectively to explore the world, for example when they explore the properties of materials and can choose between hard and soft materials, understanding hot and cold and applying this knowledge to selecting different materials for clothing. They conduct experiments to demonstrate that plants need water to grow. By the end of Key Stage 3 some can recognise and name the parts of plants and later some can conduct experiments to

discover how to control the conditions to enable tropical plants to grow. They learn about caring for animals and they progress to considering the different feeding needs of different animals.

44. In Key Stage 4 pupils have made progress for example in understanding and knowing about fishes, where they live, their names and what they eat. They have considered different methods of classification and considered issues such as size, growth and reproduction.
45. Pupils demonstrate very positive attitudes in science lessons. They show real joy and excitement, for instance when looking at fireworks in Key Stage 1 and 2 to develop an understanding that light comes from different sources or in Key Stage 3 when experimenting with change to demonstrate how chameleons change colour to hide themselves. They concentrate well, persevering and some try hard to work collaboratively when given the opportunity. Behaviour is always good.
46. The quality of teaching in science is good and occasionally very good. All teachers have a satisfactory understanding of the subject and this is used to present topics in a range of ways to enable pupils of different levels of understanding to make progress. For example in a Key Stage 3 lesson concerned with forces using magnets the teacher produced a good range of practical resources so that the visual impact enabled pupils to gain a better understanding of the principles whilst in Key Stages 1 and 2 the use of fireworks stimulated pupils interest in the notion of light coming from a variety of sources. Carefully selected questions enabled pupils to explain their understanding. Teachers have high expectations and whilst questions enable pupils to demonstrate their understanding they also challenge and extend pupils thinking. Particular care is taken to ensure that a range of methods and classroom organisations are adopted to enable those pupils with even the most profound and multiple handicaps to play an appropriate part in lessons. The management of pupils is particularly very good ensuring that all, even in sometimes restricted spaces, are fully involved in lessons.
47. A great deal of work has been undertaken over a number of years in planning an appropriate way of teaching science across the school. Currently planning indicates coverage of all appropriate areas of the science curriculum but no monitoring or evaluating occurs to ensure that it is actually being taught. Recent discussions about moving away from teaching science through topics to teaching it as a separate subject has led to confusion in the school and practice is now mixed. The school cannot currently ensure continuity and progression for pupils as they move through the school and there is an urgent need to adopt an agreed strategy and develop systems for monitoring and evaluating the teaching throughout the school. There is no overall agreed assessment procedure for science although individual teachers records ensure a match between the specific needs of individual pupils and the expectations of the teacher in lessons.
48. Science makes a significant contribution to pupils spiritual development. They demonstrate joy and wonderment during lessons concerned with animals, plants and fishes and they are sometimes enthralled by events such as how magnets move large objects or why fireworks give out light.
49. The co-ordinator for science has worked hard to plan an appropriate curriculum and help colleagues through advice and support although no time has been available to monitor and evaluate the work. The co-ordinator is presently confused about the most appropriate way to teach the science curriculum following mixed advice from a variety of sources and no clear steer from the management of the school.
50. Overall staffing is satisfactory, in terms of knowledge, understanding and expertise to teach the curriculum at an appropriate level, resources are adequate to teach the present curriculum but accommodation restricts some opportunity for practical and experimental

work in some small classrooms. Good classroom management goes some way to alleviate this problem. The allocation of resources to science is not based on a clear audit of needs.

Other subjects or courses

Post 16

51. Post 16 students make good progress in developing their social, communication and numeracy skills in a variety of effectively planned learning situations. They acquire confidence and develop skills in the classroom. They are also given a variety of opportunities to practise them in the local community in supermarkets, the shopping centre and when using the local environmental study centre. Students with well timed support, plan menus, shop for food items and prepare snacks and full meals. The higher attaining pupils have an awareness of time, money, measurement and basic numeracy. At their own level they each relate well and with increasing confidence to peers, staff and members of the public, behaving in an age appropriate manner. The higher attaining pupils make requests and respond to questions using standard English. The pupils make good progress in the development of acceptable social behaviour.
52. The pupils respond very well to the range of experiences offered to them. They listen carefully to instructions and most students follow them out very competently. Pupils sustain their concentration, the lower attaining with well timed staff prompts. They show enthusiasm and enjoyment in their activities. Students respond to the broad individual targets set for them in an age appropriate manner working well in collaboration with peers when appropriate. The higher attaining pupils willingly help others, in selecting food, when walking in the country side and when moving around the Further Education college. The higher attaining pupils take personal responsibility for individual tasks including looking after and using cameras, binoculars, TV sets, badge making and laminating machinery with sensible attention to health and safety issues. Able pupils with staff prompts ensure the full involvement of pupils with the most profound and multiple learning difficulties in all activities most pupils learn to become independent as they progress.
53. Teaching is consistently good and occasionally very good. Lessons are carefully planned and well resourced, with high quality resources which are age appropriate, many of which are made by the staff of the school. Teaching and classroom assistants create a stimulating range of experiences in which pupils can develop and try out a range of practical skills. The learning environment is reinforced by good staff role models, good relationships and an appropriate respect for the dignity of the students. Teachers set high expectations for the pupils and intervene sensitively if unacceptable behaviour, rarely emerges. Teachers and classroom assistants enthusiastically create a positive ethos and an environment conducive to learning where students make good progress.
54. The discrete successful post 16 curriculum is broad and balanced, building on the skills learnt during the statutory years of schooling, and appropriate to the range of special educational needs of the students. The planning is detailed and makes use of broad but effective personal learning targets. The monitoring of the progress of the students against their broad personal targets is done positively and achievements are reviewed personally with individual pupils. Parents value the range of curriculum experiences offered to the students, Further Education courses do not all yet build on the target setting procedures used by the post sixteen staff.
55. The curriculum is well resourced and the mini enterprise activity provides funding to supplement the annually provided budget. The main room serves as both a teaching and social venue. The staff make best use of all available space and local facilities in order to raise the standard of achievement for the students Although the available accommodation is limited this is made possible through effective use of the mini bus which ensures that a variety of curriculum enrichment opportunity can be undertaken.

56. The target setting procedure which is being continually refined and made more specific, ensures that due regard is taken to the individual students. As a result the pupils with profound and multiple learning difficulties are fully involved in all activities and make satisfactory progress. Assessment overall is satisfactory. The range of locally accredited certificates is very good. The progress made by pupils when following these programme is good and consideration should be given to explore the use of some nationally accredited courses for the higher attaining pupils.

Art

57. Pupils made satisfactory progress in the art lessons observed and teachers records and displays of work indicate that pupils make good progress in developing artistic skills over time. Pupils make good progress in relation to their special education needs.
58. By the end of Key Stage 2 most pupils are aware of primary colours and can create picture matching colours, sequencing patterns, painting shapes and by using a range of painting techniques. Pupils work in silhouette and use graphic letter painting skills. They can draw from direct observation, they confidently work in a range of media. Some pupils develop confidence when working with fabrics in collage picture's and pupils work increasingly together to create large scale friezes.
59. By the end of Key Stage 3 all pupils make satisfactory progress including those with the most complex learning needs as they experiment with sensory stimulation feeling water paint, and the textures of fabrics and a range of papers. Pupils make good progress in painting repeat sequence patterns and when using clay. By the end of Key Stage 4 the higher attaining pupils have extended their manual dexterity and make satisfactory progress and some can draw and copy patterns accurately and use paint with a good level of control. Pupils work with an increased range of media and with help enhance their work using technology and computer hardware. Art work underpins Post 16 enterprise activities and badge making.
60. Pupils enjoy their art lessons. They sustain concentration, the higher attaining pupils with little need for adult prompts or support. They behave well some with prompts. They are courteous and polite and they show respect for resources, their own work and that of others. Pupils take growing responsibility as they progress through the school and make choices in selecting designs resources and materials. Pupils behave well in art lessons.
61. The quality of teaching in lessons is never less than satisfactory. Lessons are individually well planned to stimulate and engage all pupils whatever the level of special need. Resources are well prepared and matched to the tasks. Classroom support assistant work well in collaboration with teachers both of whom know their pupils well. Staff have adequate subject knowledge teach at a lively pace and set high expectations. Staff mount pupils work attractively and arrange displays which demonstrate a true recognition of the worth of pupils work. Displays enhance the learning environment in classrooms and corridors.
62. Those elements of the art curriculum taught are well supported by developing policies, well referenced to age appropriate National Curriculum programmes of study and end of Key Stage assessments. The curriculum is broad but the historical lack of monitoring of practice means that breadth, continuity and progression cannot be demonstrated. Pupils are given insufficient opportunities to work in 3 dimensions with sculpture and modelling. All aspects of the National Curriculum are not taught, there is no evidence of work in the style of recognised artists and no planned emphasis on the history of art, the visiting of museums or galleries or the examination of the art work of other cultures. Statutory obligation are not fully met.
63. There is no whole school consistent assessment procedure or portfolios of pupils work.

64. Art work is well used to support learning in mathematics when pupils use painting techniques to demonstrate repeat patterns, sequencing big and small, hand and leaf prints. Art work is used to reinforce learning in science when exploring the place of colour and camouflage in the natural world. Art work supports the moral, social and spiritual developments of pupils when used to support and illustrate activities related to religious and seasonal festivals.
65. The co-ordinator has been in post for several years and is appropriately trained to lead the development of the subject. Guidance has led to confusion and curriculum development has been haphazard with individual teachers developing a needs based curriculum in each classroom. The procedure and practices were neither monitored nor evaluated.
66. Recent decisions by acting senior management has led to the redrafting of policies and the emergence of long, medium and short term planning strategies which will ensure the delivery of all aspects of the National Curriculum. In-service development is not planned with regard to whole school needs. Whilst a range of resources exist they have not been audited. The annual budgeting process does not reflect a response to identified need or any degree of prioritisation. Accommodation and resources are adequate for the delivery of the National Curriculum.

Design Technology

67. Progress in design technology and food technology is satisfactory by the end of each Key Stage and at Post 16 due to the good teaching of parts of technology. However, it is approached in different ways as topic work, art and design, craft work, enterprise work for Post 16 students, cookery and meal preparation. Some elements of the National Curriculum are therefore not taught. In order to provide a suitable curriculum it is necessary to secure a common understanding and scheme of work. Suitable accommodation and resources are needed to ensure that the existing good practice is standardised in line with the proposed elements within the school development plan.
68. Evidence at the end of Key Stages 1 and 2 shows pupils have made Easter bonnets with help, they planned a Guy Fawkes party and made lanterns and a guy. By the end of Key Stage 3 pupils have made imitation fireworks complete with bonfire. As a science, technology project on flight and wind Key Stages 4 pupils have made, designed and constructed kites. With help they made a wind winch, flying rocket balloon, paper aeroplanes and hot air balloons. Post 16 students run a very successful badge making enterprise. All pupils who have profound and multiple learning difficulties have enriching tactile experiences alongside their peers.
69. Two lessons of design technology were observed. Pupils in Key Stages 1 and 2 are relaxed and happy and confident with known adults. They show interest and excitement with facial gestures and good eye contact. Post 16 pupils take their work seriously and understand their roles, they help each other and are proud of their achievements.
70. The quality of teaching in Key Stages 1 and 2 is sensitive to pupil needs. Pupils are encouraged to make choices. Teaching at Post 16 is well organised to involve all students. Activities are encouraged with humour, there is good team work. Attractive work and achievement books have been developed. Post 16 students gain school accreditation.
71. Progress in food technology is satisfactory by the end of each Key Stage and Post 16. By the end of Key Stage 1 and 2 some pupils can spread and cut with help and have experienced the making of simple snacks. Together they experience tastes, smells and mixing to make a cake. At the end of Key Stage 3 pupils weigh and count ingredients and experience baking bread and cakes. The cross curricular elements include planning and shopping for the ingredients. At the end of Key Stage 4 pupils make simple snacks and

party food. They are competent at making drinks and washing up. At the FE college they follow a simple recipe and make a dish to take home for tea. Recipe cards and books are successfully produced to reinforce and record their work. Post 16 pupils, plan shop and cook their weekly lunch and invite visitors. They work towards school achievement certificates.

72. There is evidence in Key Stages 1 and 2 of pupils concentrating and enjoying tasks. Key Stage 3 pupils try hard and are able to describe their skills. At Key Stage 4 pupils are open, friendly and confident. Pupils at Post 16 work well together to produce a meal each one having a responsibility and helping those less able. At college they follow the instructions of the tutor and respond well to the more formal environment.
73. The quality of teaching in Key Stage 2 is satisfactory. The lesson seen was well planned but difficult to carry out when support staff take a break and pupils are restless and unwell. The quality of teaching in Key Stage 3 is good, with appropriate steps for each pupil. At Key Stage 4 the teaching is well structured to encourage age appropriate activities through college links. Detailed shopping plans complimented the activity. The quality of teaching at Post 16 was enthusiastic with high expectations. All pupils are encouraged to take part and contribute to the making of a meal.
74. The resources and room for food technology are not hygienic or appropriate. The furniture is old and not suitable for the younger pupils.

Geography and History

75. Geography and history are taught in modules in alternate terms although this is not consistent throughout the school. Two lessons of geography and two lessons of history were seen during the week of the inspection. There are gaps in the curriculum offered. What is taught is taught well and progress of pupils is satisfactory and sometimes good. Some work is approached through topics with cross curricular elements of science.
76. By the end of each Key Stage and Post 16 progress in geography is satisfactory. By the end of Key Stages 1 and 2 pupils have experienced the making of a map with relevant photographic illustrations of areas of the school. Locational practise is on going as pupils find their way around school and experience different rooms for activities. By the end of Key Stage 3 pupils have looked at the contrasts between urban and rural life. They experience activities on a barge and an earthquake in 'Pictureville' cinema at a local museum. Wycoller and Marsden Country Parks are effectively used to compare and contrast buildings and bridges. Pupils experience and record seasonal changes and weather contrasts, find directions and follow routes. Pupils in class 3 identified grit stone as used to make local buildings. By the end of Key Stage 4 pupils have used secondary resources of photographs and aerial pictures to obtain geographical information. Post 16 pupils monitor seasonal changes using a digitised camera and comparing changing images.
77. Evidence from photographs illustrate pupils showing pleasure and enjoyment in these activities, they interact well with the stimuli offered. In the two lessons observed pupils behave appropriately and respond to adults well. They are beginning to concentrate, give good eye contact and respond in context.
78. The quality of teaching Key Stage 4 and post 16 is good and sometimes very good with a variety of approaches used to consolidate concepts. There is good use of resources appropriate to the age and needs of the pupils. The teachers and assistants work as a team to ensure all students are involved. Appropriate tasks for pupils who have profound and multiple learning difficulties and particularly well thought out.
79. The co-ordinator has worked hard to put a scheme of work in place, The lack of relevant resources, consistency of approach and overview, inhibit an overall approach to geography.

The new job descriptions and recent responsibilities outlined for subject co-ordinators will ensure that the necessary audit of resources, staff development, scheme of work and monitoring take place in order to establish geography curriculum and assessment in line with school and national policy.

80. There is no overall perspective of history although the co-ordinator has put targets in place using easy sequential steps to cover the key elements. There is some well planned effective work in each class which enables pupils to make progress although there are some gaps which need to be addressed. Progress in history is satisfactory by the end of each Key Stage and at Post 16 in those aspects taught.
81. By the end of Key Stages 1 and 2 pupils have experienced chronology and used time lines for daily events. Objects of reference are used successfully especially with those pupils who have vision impairment and profound and multiple learning difficulties. By the end of Key Stage 3 pupils have carried out a time line to look at transport past and present and are able to identify differences in vehicles with help. Some pupils have looked at Victorian life interacting first had at some of the excellent museums. By the end of Key Stage 4 pupils have looked at themselves now and then with help from parents and grandparents using artefacts and personal mementoes. Post 16 students use the outdoor pursuit centre to effectively study old buildings and bridges.
82. Recorded evidence shows pupils enjoy the interactive activities during the many relevant field study visits. They behave well and help each other. Pupils are interested in their work and willing to share their experiences with visitors. During the two lessons observed pupils in Key Stage 2 responded to the story with enjoyment, gave good eye contact and listened to the sounds. Some of the pupils in Key Stage 3 remain on task for most of the lesson, they respond well to adults and listen to instructions.
83. Teachers are sensitive to pupil needs and levels of development, this is evident in the organisation of the work. In the two lessons seen, the quality of teaching in Key Stages 2 and 3 is good. Broad planning is in place and although there is no specific use of individual assessment in lessons, teachers use their knowledge of pupils well. Lessons are well planned. Poetry is used to complement the topic of Guy Fawkes.
84. The former co-ordinator has made a very good start with the organisation of the geography curriculum. Excellent use is made of real life experiences with resources in the locality such as 'Eureka' in Halifax, the sculpture exhibitions at Wigan Pier, the 'Jorvik' exhibition at York, the Bronte Parsonage Museum and the museum of photography in Bradford. This is particularly valuable for pupils with profound and multiple learning difficulties. The catalogue of school loans provides a free service of relevant books and resources.

Information Technology

85. There is insufficient evidence of pupils work to enable secure judgements to be made about progress made in information technology. Individual pupils in all key stages and post 16 demonstrate some levels of skill with adult support when using computers, digital cameras videos, tape recorders, telephone, video and television programmes. There are no consistently maintained records which demonstrate progress over time in any detail. When pupils do use computers or technological aids they are attentive, well behaved and work collaboratively with a high level of staff support.
86. On the occasions when information technology is used to support learning in National Curriculum subjects and when competencies are taught to individual or small groups, the quality of teaching is never less than satisfactory and occasionally it is good in all Key Stages. Records and some examples of supported work in Key Stage 4 and Post 16 indicate that the experiences are well taught and that clear instructions are given by the

staff. Overall insufficient use is made of concept keyboards and a range of communication and other switches in order to increase the opportunity for access for all. The supportive work of the technician is appreciated by both teachers and pupils.

87. The information technology curriculum lacks coherence. There is no current policy although there is evidence of some developing policy ideas. There is no scheme of work, and no whole school assessment procedure. Curriculum development is generally adhoc but is more clearly developed and offered in Keys Stage 4 and Post 16.
 88. Staff are not confident in developing or implementing computer activities in the classroom although recent planned access to the technician has improved the situation a little. Classrooms and the technology room are both equipped with computers and a range of hardware and software although full utilisation is not maximised. The school has recently invested significant funds updating both hardware and software but training has not yet been provided and the equipment is not fully utilised. The technician is modifying and adapting the equipment to enable it to more effectively meet the needs of individual pupils.
1. The development of the subject and the purchase of equipment has not been guided by a strategic plan which fully recognises the individual special needs of the pupils. Expensive items of equipment are in school without due attention to their relevance to the pupils. As a result several expensive pieces of equipment have remained unused for some considerable time.

Modern foreign language - French

1. Pupils make poor progress in modern foreign languages in Key Stage 3 and Key Stage 4 with the school making limited provision and failing to meet statutory requirements. During the period of the inspection no teaching was observed and although there is a small display in the home management room indicating that some work has been undertaken there is little evidence of pupils work available.
2. The school has produced a scheme of work for modern foreign languages which is insufficiently detailed to provide an appropriate and comprehensive programme of work. It does not provide a structure through which pupils would be able to make progress. The school does not allocate enough time to teaching French to meet statutory requirements.
3. A "French Day" was held in June 1997. Pupils created a French café where they experienced French music, drank coffee and ate croissants with French jam sang songs and were introduced simple French words such as 'oui' 'Non' and 'Bonjour'. Pupils then prepared a French meal, before creating an interactive story based in a French city. However apart from limited planning and the display mentioned there is little evidence of pupils work or progress.
4. During the period of inspection the co-ordinator for French was absent from school due to illness. Resources for French are inadequate and staff lack the necessary expertise to effectively lead the subject.

Music

5. In music pupils make satisfactory progress by the end of Key Stages 2 and 3, and good progress by the end of Key Stage 4 and in post 16. The pupils make the most progress in the development of their performing and singing skills. The pupils with profound and multiple learning difficulties make particularly good progress in relation to their special needs when exploring or performing with non tuned percussion instruments. Pupils sing with confidence and several pupils have produced professionally enchanted tape recordings and performed in public events in the region.
6. By the end of Key Stages 2 and 3, pupils can explore sound structures, play non timed instruments, appraise their own and the music of others. Some can communicate feelings through music and the higher attaining pupils conduct and perform with confidence. They collaborate when making music and some can keep time with different rhythms.

7. By the end of Key Stage 4 pupils have made good progress building on the skills learned earlier and sing and perform with enthusiasm. The higher attaining pupils have developed an awareness of rhythm, and timing. This good progress continues in Post 16.
 8. All pupils enjoy music and respond to the stimulation provided by tuned and non tuned instruments. Pupils enjoy singing. They sustain interest and persevere when composing music to represent the atmosphere created by a poem about the weather. Pupils listen carefully, respond appropriately and enjoy conducting the work of others. They behave well.
 9. Teaching is always good in all key stage and in Post 16 provision. Expectations are always high and positive. Planning is clear, pupils are challenged and lessons are delivered at a lively pace and with enthusiasm. Teachers have a good understanding of the subject and prepare well to stimulate the particular needs of all pupils especially those with profound and multiple special needs.
 10. Resources are well prepared, accessible and appropriate to the needs of individual pupils. Behaviour management is good. The music curriculum is broad and balanced and whilst based on a published scheme it does provide coverage of all aspects of the National Curriculum and statutory requirements are met. The lack of overall co-ordination however, does mean that coverage is adhoc, not monitored and continuity and progression cannot be ensured. The music curriculum is very effectively enhanced by the well planned activities of a music therapist. Music is well used to enliven curriculum experiences in mathematics with the use of number songs and in science with animal songs, in English by the use of music to express the words used in poems. Music also plays a significant role in the spiritual, moral, social and cultural development of pupils when seasonal and religious festivals are celebrated.
 11. Co-ordination of the subject has only taken effect over the past three months. There has been no historical monitoring of the music in the school and musical experiences have been largely adhoc. Assessment is unsatisfactory and progress is recorded in an adhoc fashion. Staffing is adequate to deliver an appropriate curriculum and inservice training has been offered to enable staff to make best use of sound beams and keyboards. Accommodation is adequate within classroom to develop musical experiences. The Post 16 unit make effective use of community facilities.
1. Music resources have been audited and although there is a good range of instruments many are old, in need of repair or replacement. The historical annual budget bears no relationship to the level of need to replace instruments.

Physical Education

1. Pupils in all key stages make good progress in the areas of physical education covered although the present level of planning means that pupils of all ages do not receive a broad and balanced experience and therefore progress in some areas is unsatisfactory. In games pupils of all ages make progress in their level of skill and knowledge and understanding as they move through the school. For example Key Stage 3 and Key Stage 4 pupils have made good progress in developing hockey skills when playing unihock. In swimming pupils of all ages have made demonstrable gains in their confidence and level of ability. Some previous non-swimmers can now swim up to 100 metre.
2. In the areas of physical education taught pupils have very positive attitudes. They enjoy visits to Burnley FC where they tackle skill practices with enthusiasm and a genuine desire to improve. They collaborate well in pairs and practice and co-operate in team games. They can take responsibility for equipment and their behaviour is always good.

3. The quality of teaching in the areas covered is good. Teachers have high expectations and they praise and encourage pupils to improve their work. They manage pupils well, ensuring that those with profound and multiple difficulties are fully involved in lessons and adopt a range of methods, individual, team and pairs work to promote the skills they are teaching. Planning and teachers' subject knowledge is satisfactory for the areas covered but will need to be developed to cover the whole physical education curriculum.
4. Overall planning for physical education is unsatisfactory. There is no coherent full scheme of work to ensure full coverage of the National Curriculum and the school cannot guarantee continuity and progression of experience as pupils move through the school. The co-ordinator with new responsibility for this is aware of it and is beginning to take appropriate steps. Procedures for assessing pupils attainment are unsatisfactory and monitoring and evaluating the effects of the curriculum on pupils attainment are not in place.
5. Overall staffing and resources are adequate and the unsuitable range of accommodation available is well compensated for by the good and extensive use of community resources. Very good use is made of staffing resources, both teaching and nursery nurses to maximise the opportunities for pupils. There is no systematic allocation of finances to the subject based on an audit of need.

Religious Education

6. Progress is satisfactory in religious education for all Key Stages and Post 16. The subject is as yet not co-ordinated across the school. There are some good examples of relative work linked to seasons and religious festival celebrations from different cultures. The Lancashire Syllabus for religious education is in place with advice provided by the religious education advisor and SACRE. The main aim of religious education is to promote the social, moral and spiritual development of pupils and students. This is successfully practised throughout the school day by the sensitive staff. Pupils and students are valued and in turn have a caring and responsible attitude to each other, their families and the staff. Prayers are said at lunch time and in some classes when pupils come into school. An appropriate story or poem of a religious theme is used at the end of each day. An act of Collective Worship is held once a week where achievements are celebrated and shared. There is an atmosphere of fun where all pupils are actively involved while successfully combining a religious and moral theme.
7. Throughout all Key Stages and Post 16, pupils and students experience and make party food, sometimes with parents, to celebrate Eid, Divali and Chinese New Year. In the two lessons seen pupils in Key Stage 3 identify body parts and are becoming aware of the senses. With help they can name some of the items used in the Jewish prayers. They behave well, show enjoyment and interest, give good eye contact and answer questions in context.
1. In the two lessons seen, teachers successfully, plan lessons, they give praise and encouragement and work well together with the assistants. The planned co-ordination of RE linked with the elements in history, a library of artefacts and a sharing of ideas will ensure progression and continuity across the school.

PART C: INSPECTION DATA

Summary of inspection evidence

1. The inspection was conducted by a team of four inspectors, who each spent four days in the school. Prior to the inspection all available school documentation including all plans, development plans, the acting Headteacher statement and files were scrutinised and evaluated. The Registered Inspector met the acting Head, governors, members of staff and 6 parents. During the inspection further documentation was scrutinised and registration procedures were examined and the recent auditors report was scrutinised. During the inspection 51 lessons or parts of lessons were observed and graded. Additional observations were made of registration, pastoral support arrangements and the pupils on arrival, during the less structured parts of the day and at dismissal. Meetings were observed and discussions were held with the acting Head, senior managers, governors, co-ordinators, teachers, the technician , classroom assistants, the administration, catering staff and the site manager. Discussion were held with professional staff visiting the school. Team inspectors joined pupils on a wide range of community visits. Meal times were observed in all settings including Post 16. Pupils read to inspectors. Resources were audited and teaching time tables analysed. Inspectors scrutinised the work of all pupils, pupils record files, statements annual reviews, Individual Education Plans, transition plans and reports to parents.

1. Data and indicators

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
YR - Y13	35	35	35	17

TEACHERS AND CLASSES

Qualified teachers (YR - Y13)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	5.1

Education support staff (YR - Y13)

Total number of education support staff	7
Total aggregate hours worked each week	226

Average class size:	7
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FINANCIAL DATA

Financial year:	1996/97
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	£
Total income	415,095.00
Total expenditure	410,134.00
Expenditure per pupils	11,718.11
Balance brought forward from previous year	39,283.00
Balance carried forward to next year	48,465.00

PARENTAL SURVEY

Number of questionnaires sent out:	35
Number of questionnaires returned:	12
Percentage of questionnaires returned:	34

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	45	36	9	9	
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	50	0	0	
The school handles complaints from parents well	64	27	9	0	
The school gives me a clear understanding of what is taught	33	42	8	17	
The school keeps me well informed about my child(ren)'s progress	58	25	17	0	
The school enables my child(ren) to achieve a good standard of work	42	17	33	8	
The school encourages children to get involved in more than just their daily lessons	45	45	9	0	
I am satisfied with the work that my child(ren) is/are expected to do at home	18	36	36	9	
The school's values and attitudes have a positive effect on my child(ren)	60	20	10	10	
The school achieves high standards of good behaviour	36	45	9	9	
My child(ren) like(s) school	50	25	17	8	