

INSPECTION REPORT

James Brindley School
Birmingham

Birmingham

Unique Reference Number: 131473

Headteacher: Mrs. L John

Reporting inspector: Mr. Roger Baker

Dates of inspection: 11 – 21 October 1999

Under OFSTED contract number: 708517

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Hospital School

Type of control: Maintained

Age range of pupils: 5 to 16

Gender of pupils: Mixed

School address: Bell Barn Road
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Telephone number: 0121 666 6409

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Appropriate authority: Governing Body

Name of chair of governors: Mr. H Greenway

Date of previous inspection: Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Diana Princess of Wales Children's Hospital

Team members	Subject responsibilities	Aspect responsibilities
Mr. C. Tombs, RgI	Science: design and technology.	Attainment and progress: teaching, leadership and management: pupils' welfare and guidance.
Mr. T. Heavey, Lay		Equal opportunities: attendance: partnership with parents and the community.
Mr. M. Powell, Team inspector	Mathematics: art: geography.	Pupils' spiritual, moral, social and cultural development.
Mrs. M. Smith, Team inspector	Information technology: religious education: modern foreign language.	The curriculum and assessment.
Mrs. C. Etherington, Team inspector	English: music.	Special educational needs: attitudes: behaviour and personal development.
Mr. I. G. Jones, Team inspector	History: physical education.	Efficiency.
Mr. R. Baker, Overall RgI		Staffing, accommodation learning resources.

Home Teaching

Team members	Subject responsibilities	Aspect responsibilities
Mr. H. J. Phillips, RgI	Mathematics: science: French.	Attainment and progress: teaching: the curriculum and assessment: pupils' spiritual, moral, social and cultural development: leadership and management: the efficiency of the school: special educational needs.
Mrs. P. Dodd-Racher, Lay inspector		Attitudes, behaviour and personal development: attendance: support, guidance and pupils' welfare: partnership with parents and the community: equal opportunities.
Mr. G Davies, Team inspector	English: history: geography.	
Mr. S. Crowley, Team inspector	Information technology: art.	
Mr. R. Baker, Overall RgI		Staffing, accommodation and learning resources.

Northfield Unit

Team members	Subject responsibilities	Aspect responsibilities
Dr D. A. Dobbins, RgI	English: science: art: music: physical education,: special educational needs: equal opportunities.	Attainment and progress: quality of teaching: leadership and management: efficiency of the school.
Miss S. Watts, Lay Inspector		Support, guidance and pupils' welfare: partnership with parents and the community.
Mrs. H. Jones, Team inspector	Mathematics: design and technology: information technology: history: geography: religious education.	Attitudes, behaviour and personal development, spiritual, moral, social and cultural
Mr. R. Baker, Overall RgI		Staffing, accommodation and learning resources.

Parkway Unit

Team members	Subject responsibilities	Aspect responsibilities
Mr. S. Crowley, RgI	English: art: history: geography: physical education, modern foreign languages: special educational needs: equal opportunities.	Attainment and progress: quality of teaching: leadership and management: efficiency of the school.
Miss S. Watts, Lay Inspector		Attendance: support: guidance and pupils' welfare: partnership with parents and the community.
Mrs. A. Webber, Team inspector	Mathematics: science: information technology: music: religious education.	Attitudes, behaviour and personal development: spiritual, moral, social and cultural development.
R. Baker, Overall RgI		Staffing, accommodation and learning resources.

Regional Child and Adolescent Teaching Centre

Team members	Subject responsibilities	Aspect responsibilities
Mrs. A. J. Hayward, RgI	English: art: modern foreign languages: history: geography: music. special educational needs: English as a second language.	Attainment and progress: attitudes: behaviour and personal development: leadership and management: teaching.
Mrs. P. Dodd-Racher, Lay Inspector		Attendance: support: guidance and pupils welfare: parents and links with the community.
Mr. H. J Phillips, Team Inspector	Mathematics: science: design and technology: information technology: physical education: religious education.	Curriculum and assessment: efficiency: pupils spiritual moral, social and cultural development: equal opportunities.
Mr. R. Baker, Overall RgI		Staffing, accommodation and learning resources.

Woodlands, City and Selly Oak Hospitals

Team members	Subject responsibilities	Aspect responsibilities
Mr. R. Arnold, RgI	Mathematics: information technology: art: physical education.	Attainment and progress: teaching: leadership and management
Mrs. C. Roberson, Lay Inspector	Equal opportunities.	Attendance: support, guidance and pupils' welfare: partnerships with parents and the community
Mrs. R. Eaton, Team inspector	English: modern foreign languages: history: religious education.	Curriculum and assessment: spiritual, moral, social and cultural development
Mr. S. Crowley, Team inspector	Science: design and technology: geography: music: special educational needs.	Attitudes, behaviour and personal development: efficiency
Mr. R. Baker, Overall RgI		Staffing, accommodation and learning resources

Yardley Green, Heartlands, Good Hope Hospitals

Team members	Subject responsibilities	Aspect responsibilities
Mr. A. Younger, RgI	Science: design and technology: music.	Attainment and progress : teaching: leadership and management: efficiency.
Mrs. P. Dodds-Racher, Lay Inspector	Equal opportunities	Attitudes: behaviour, personal development: attendance: partnership with parents and the community.
Mrs. H. Eadington, Team inspector	Special educational needs: history: geography: art.	The curriculum and assessment.
Mr. G. Davies, Team inspector	Mathematics: information technology: physical education.	Support, guidance and pupils' welfare.
Mrs. M. Smith, Team inspector Mr. R. Baker, Team inspector	English, modern foreign languages: religious education	Spiritual, moral, social and cultural provision Staffing, accommodation and learning resources.

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Whether pupils are making enough progress
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 24

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

25 - 126

Educational standards achieved by pupils at the school

25 - 53

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

54 - 99

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

100 - 126

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	127 - 129
English, mathematics and science	130 - 158
Other subjects or courses	159 - 238

PART C: INSPECTION DATA

Summary of inspection evidence	239 - 240
Data and indicators	241

MAIN FINDINGS

What the school does well

- The aims values and policies of the school are excellent
- The excellent leadership provides clear educational direction for the school and an excellent ethos has been established. The financial planning, the administration and the efficiency of the school is excellent. The management of the school is very good.
- Teaching is good or better in 76% of lessons and teachers manage pupils very well.
- Progress made by most pupils in most subjects across all sectors is good.
- Support staff are used very well.
- The school has made a very good start.
- The behaviour of the pupils, their attitudes and personal development and the relationships throughout the school are very good.

Where the school has weaknesses

- I. The monitoring and evaluation strategies are not sufficiently developed and there are few systematic and formal structures of self-assessment.
- II. The provision for design technology, particularly pupils' use of resistant materials is unsatisfactory, as is some of the teaching.
- III. The accommodation for Northfield does not belong to the school and therefore cannot be adapted to meet the needs of the pupils and, at Yardley Green, the building is soon to be demolished and there is no obvious replacement.
- IV. The role of the school's provision for pupils with mental health needs is not clear because the Health Authority policies are under review. This affects the quality of provision particularly at RCATC.

The school is very successful and is improving. It has a very good capacity for further improvement. Its strengths far outweigh its weaknesses. Most are known to the school and staff are taking steps to overcome them. For example, the issues of the accommodation in the Northfield centre and in the Yardley Green Hospital and the provision at RCATC. The weaknesses identified in this report will form the basis of the action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

This is the first inspection for the James Brindley School.

• **Whether pupils are making enough progress**

Progress in:	By 5	By 11	By 16		
Targets set at annual reviews or in IEPs*	B	B	C		K
English:	B	B	B		ey
listening and speaking	B	B	B	<i>very good</i>	<i>A</i>
reading				<i>good</i>	<i>B</i>
writing	B	B	B	<i>satisfactory</i>	<i>C</i>
Mathematics	B	B	B	<i>unsatisfactory</i>	<i>D</i>
Science	B	B	B	<i>poor</i>	<i>E</i>
Personal, social and health education (PSHE)					

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

Best progress takes place in:

The strength of the school lies in the good progress made by the majority of the pupils in the school in most subjects and all key stages.

Speaking and listening: Pupils make good progress in speaking and listening throughout the school. By the time they leave school pupils speak confidently when relating events in a sequential manner in front of other members of the class.

Reading: Many pupils, by the time they leave, have become fluent readers confident in their ability to read for research purposes and for their own enjoyment.

Writing: Pupils' writing often is reflective and thoughtful when they record their reactions to novels they have read. Many overcome their previous reluctance to write.

Mathematics: By the time they leave, some pupils use algebraic and graphical methods to solve simultaneous linear equations.

Art: Many pupils make very good progress in art. They gain confidence in their own ability to share ideas, challenge each others' thinking and reflect on the quality of their own work.

Food technology: As they approach school leaving age, pupils work with increasing independence as they develop their own projects and learn to evaluate their own progress in relation to their intentions.

Information and communication technology: By the time they leave school pupils can create a database structure. They are able to search, sort, amend and print records. They enter information currently held on file on the database structure. They understand what is meant by the term "Key Field" and they can identify errors made in entering data and use the new information to update their database.

• **Not enough progress takes place in:**

Design and technology for pupils learning how to work with wood, metals and plastics.

• **Quality of teaching**

	Overall quality	Most effective in:	Least effective in:
Up to 5 years			
5 – 11 years	Good	Literacy	
11 – 16 years	Good		Design and technology, music and physical education
English	Good		
Mathematics	Good		
Personal, social and health education (PSHE)	Good		

• The quality of teaching is a strength of the school. Noteworthy is the consistency of good teaching throughout the school in all sectors as the result of the effective leadership and management of the school. Teaching was at least satisfactory in nearly all of lessons observed; in over seven out of ten lessons teaching was good or better and in more than one in three it was very good or better. In a very small minority of lessons activities were not challenging enough, teaching strategies were limited and the management of pupil behaviour was ineffective.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that strengths outweigh any weaknesses

• **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils behave well during lessons and around the school generally.
Attendance	Attendance overall is satisfactory. Many of the pupils arrive at the school with long histories of poor attendance. Almost all make significant improvement in this area
Ethos*	Excellent
Leadership and management	There is an excellent leadership in the school. The financial planning, administration and efficiency of the school is excellent. The management of the school is very good and there is an extremely clear direction for the school.
Curriculum	The school has made significant improvements in the quality of the curriculum it offers its pupils. It is now broad and balanced. The curriculum framework provides teachers with a secure foundation from which to plan lessons that systematically build on pupils’ prior learning.
Spiritual, moral, social & cultural development	Provision for spiritual, moral, social and cultural development is good. Pupils regularly take part in activities that encourage them to think about the meaning behind events. They become involved in activities that help them to see things from the point of view of others.
Staffing, resources and accommodation	The school continues to improve the number, knowledge, skills and expertise of the staff at the school. Accommodation is generally good in most sectors. The accommodation in Northfield restricts the easy and effective delivery of the curriculum. There is insufficient specialist accommodation on the Yardley Green site. Learning resources are good overall and staff make very good use of what is available.
Value for money	Good overall.

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

• **The parents' views of the school**

What most parents like about the school

V. That their children are positively occupied while in hospital.

VI. That they are willing to attend on a regular basis.

VII. That the school maintains very good channels of communication with the home, particularly with regard to positive events involving their children.

VIII. Good liaison with home and feeder school before admission. Teachers provide continuity, access and follow up. Folders go to and from schools.

IX. The high standards of work and the examination successes.

X. The improvement in behaviour seen at home.

XI. The setting of regular homework.

What some parents are not happy about

XII. A regret that there is not more teaching on the wards

Inspectors' judgements endorse the parents' favourable view of James Brindley School.

KEY ISSUES FOR ACTION

In order to improve standards and to become a centre of excellence the governors and school should:

- XIII. develop the existing monitoring and evaluation strategies and introduce a system of self assessment throughout the school; (Paras; 72, 89, 104 and 138)
- XIV. improve the provision for design technology, particularly resistant materials; (Paras: 41, 60, 67, 110, 113, 170 and 177)
- XV. secure the accommodation for Northfield and Yardley Green sectors; (Paras: 100, 109, 110 and 111)
- XVI. clarify the role of the school provision for pupils with mental health needs with the Health Trust; and together, work to formulate collaborative and cohesive provision. (RCATC; Children's Hospital; and Yardley Green) (Paras: 14, 50, 72 and 97)

In addition to the key issues above, the following additional less important weaknesses within the sectors should be considered for inclusion in the action plan:

- XVII. develop procedures to secure continuity and progression in learning for pupils who are irregular attenders; (Northfield) (Paras: 51, 72, 89 and 159)
- XVIII. meet the training needs of staff for dealing with challenging behaviour, including the use of restraint; (Parkway; Northfield; RCATC; and Yardley Green Units) (Paras: 46, 88 and 108)
- XIX. eliminate the need for two lessons being taught in the same classroom; (Northfield) (Para: 110)
- XX. increase the provision of information and communication technology to extend the curriculum; (Northfield; Parkway; RCATC; Yardley Green) (Paras: 73, 110, 201 and 205)
- XXI. improve the skills of all staff in the diagnosis and teaching of pupils with specific learning difficulties, particularly at Key Stages 3 and 4. (Parkway, RCATC and Home Teaching) (Paras: 35, 69, 108, 134, 155, and 186)

· INTRODUCTION

· Characteristics of the school

1. James Brindley School was formed in September 1997 following the closure of all the previous hospital and home teaching provision. From this time it has had a fully delegated budget and in January 1998 a permanent governing body has been in place.
2. The school is split into 10 sites across the City of Birmingham, 7 of which are within hospitals which take paediatric in-patients and three are teaching units. The school also incorporates a Home Teaching service.
3. The hospital sites are:
 3. City Hospital
 4. There are three paediatric wards with teaching taking place mainly on DI 0 as the other wards are generally short stay. This is a busy children's ward which provides for children aged 3 - 17 years with medical, surgical and psychological problems. Length of stay varies and depends on the reason for admission. The school day is 9:30am to 3.00pm and children are taught for the whole day where appropriate, either on the ward, or when possible, in the schoolroom.

Selly Oak Hospital

5. The Paediatric Burns Ward is the only children's ward in Selly Oak Hospital with 6 beds, of which 3 are in isolation. A member of staff visits the unit each school morning from the City or Woodlands hospitals. Teachers follow the child's own scheme of work when available. Length of stay ranges from a few days to many weeks or months in severe cases.
5. Woodlands Hospital
6. Ward 11 is the 25 bedded paediatric ward of the Royal Orthopaedic Hospital. The hospital has a supra-regional and international intake. All children aged 3 to 19 years who are in full time education and are well enough for school, are taught. The majority of admissions is planned and cater for a variety of serious orthopaedic conditions. The length of stay ranges from a day to one or two weeks and occasionally too many weeks or months and, because of the nature of the treatments, many conditions require recurrent admissions over months and years. The school day is from 9:30am to 3:00pm and children are mostly taught at the bedside on an individual basis.

6. Diana Princess of Wales Children's Hospital

7. Diana Princess of Wales Children's Hospital is a regional and national hospital that caters for children with medical, surgical and psychiatric disorders. It has 268 beds in all. The school is located in the hospital and caters for up to 150 pupils aged 4 to 16. Numbers fluctuate through the year. Pupils are taught in the classrooms and / or on the wards. The period of stay in hospital for individual pupils varies. Some stay for a short period; some return regularly for treatment and some are long stay pupils and patients. At any one time there may be an imbalance of gender, ethnicity and backgrounds but generally a full social mix attends the school. Pupils of all abilities are admitted; some pupils have statements of special educational needs; other pupils may be undertaking examination courses within their own schools. All pupils are in receipt of free school meals. At the time of the inspection there were 101 pupils on roll, aged 4 to 16. Three pupils were receiving support for English as an additional language. One pupil had a statement of special educational needs.

7. Yardley Green Hospital
8. Yardley Green operates a normal school day for pupils between the ages of 5 and 16. Pupils are referred by psychiatrists, general practitioners and educational psychologists. Most pupils are relatively long term placements. During the inspection there were 36 pupils attending the sector.
8. Good Hope Hospital
9. Good Hope is a teaching unit within a hospital. Most pupils are short stay and undergoing medical, surgical or orthopaedic treatment. Numbers vary greatly from day-to-day but are usually about 12 pupils all of whom are of statutory school age.
9. Heartlands Hospital
10. Heartlands is a 2 classroom unit within a hospital. There is teaching in wards and classrooms. Reasons for referral include orthopaedic, trauma, asthma, diabetes and cystic fibrosis. Numbers on roll in the sector fluctuate greatly, even from day-to-day. This fluctuation is especially prevalent on the wards. During the inspection there were up to 47 pupils being educated on the wards. The gender, ethnicity and background of pupils reflects the population of the city as a whole. Only a very small number of pupils have a statement of special educational need, the reasons for referral being strictly medical. Attainment on entry is very variable, but is slightly lower than the national norm on account of the interrupted patterns of education that pupils have experienced because of their medical conditions.
11. The teaching units are:
11. Northfield Unit
12. The Northfield Unit caters for secondary aged pupils who have usually been referred to the school by the medical profession. Most pupils have emotional difficulties that have previously resulted in substantial periods of non-attendance at mainstream schools. The unit also educates schoolgirl mothers and acts as a base from which pupils are assessed for a statement of special educational needs. Currently seven pupils have a statement of special educational needs. The majority of the 54 pupils are in Years 10 and 11. Pupils are drawn from the south of Birmingham. A very small number of pupils are from ethnic minorities. The unit's population reflects the full range of economic diversity seen in the area. Fifty-two percent of pupils are eligible for free school meals, which is higher than most schools.
12. Parkway Centre
13. Parkway Centre is situated in the Lee Bank area of Birmingham. The centre provides full-time education for up to 75 secondary aged boys and girls with health related needs or who are young women below secondary school leaving age who are either pregnant or are already mothers. The centre is also used for pupils who are referred via the Education Authority's Assistant Education Officers for the assessment of their special educational needs, pending school placement. The majority of the 35 pupils currently on roll are in years 10 and 11. Pupils attend Parkway from the all areas of Birmingham and 86% are eligible for free school meals.
13. Regional Child and Adolescent Teaching Centre
14. The Regional Child and Adolescent Teaching Centre (RCATC) is situated approximately three miles south of the city centre, near to Moseley and Kings Heath. The sector only provides

education for the in-patients and day patients of the Regional Child and Adolescent Psychiatric service based at the clinic. The service caters for the West Midlands region and also takes extra district referrals. Parkview clinic has two wards, Irwin and Heathlands which operate with a different philosophies and practices. Currently, the service is undergoing a major review of its role and function. As a result, the number on roll in the sector has fallen, which has affected staffing and curriculum planning. While the sector has a capacity for 30 pupils, there are 13 pupils on roll, 9 girls and 4 boys. Of these one is being successfully integrated into mainstream provision and two are still on the ward and not able to take part in the sector. Four pupils on roll are Post-16. Pupils are predominantly white, 1 pupil is Indian and 2 pupils are of black Caribbean origin. Two pupils have a statement of special educational needs. The majority of pupils attend for the full day, although there are some pupils who attend on a sessional basis depending on their specific needs. The teaching staff are part of a multi-disciplinary team which includes doctors, nurses, clinical psychologists and social workers.

14. Home teaching

15. The Home Teaching Sector is based at the St. Thomas Centre and although some pupils travel to the centre for occasional lessons such as science, the majority of pupils are taught at home. The area served is the whole of the City of Birmingham and pupils are representative of the range of ethnic backgrounds that exists within the city. The attainment levels of pupils on admission covers the range of ability including a minority who have special educational needs. Last year 529 pupils of 5 to 16 years of age were referred to the service but an average of 100 pupils are taught each week. Pupils in Key Stages 1 and 2 are taught for up to five hours per week by one teacher. Pupils in Key Stages 3 and 4 are taught for an average of six hours per week by a number of specialist subject teachers.

16. Pupils are referred to the service mainly when there is a medical reason for their not being able to attend their mainstream school for a significant period of time. The pupils' condition and planned recovery rate is closely monitored and targets are set for a return to school. The service aims to enable pupils to return to their mainstream school confident in the knowledge that relevant areas of work have been covered. Pupils in Year 11 who are being taught by the service can continue their studies for General Certificate of Secondary Education (GCSE) or other external examinations.

Other factors which affect the work of the school

17. Overall, while there is a wide variety of attainments within the school and within each sector, pupils' attainments are below national averages. Pupils come from the whole spectrum of socio-economic groups. The spread of ethnic diversity in the school reflects the local community.

18. In January 1999 the school reported that 434 pupils were on roll. There were 18 nursery pupils, and 16 pupils in reception. In Key Stage 1 35 pupils were on roll and 71 in Key Stage 2. In Key Stage 3, there were 122 pupils and in Key Stage 4, 165. Seven Post-16 pupils were on roll. However, while these figures give an indication of the school's roll at any given time, numbers on roll will vary widely between 400 to 600 pupils. During the year the school will register between 3000 and 4000 pupils.

19. The school aims to ensure that all pupils in Key Stages 3 and 4 are placed on education programmes that lead to external accreditation such as the General Certificate in Secondary Education (GCSE) or the Certificate of Achievement (CoA).

20. During the first year much of the headteacher's time was taken up with the organisation of the school, the staffing arrangements caused by the amalgamation and the establishing of whole school policies and practices. The unity of the school was a major priority and the process of creating school development plans and the setting up of groups of teachers working together on

various developments supported this aim. It is only during the past year that the senior management team have been able to see the effects of this work and to begin to plan for the future at a more sustainable pace.

21. The school is developing considerable expertise in the use of information communication technology and has been significantly supported by both commercial contributions and donations from voluntary organisations. These moneys have meant that in The Diana Princess of Wales Hospital there is now a video conference link between wards and all computers run from one central server. In phase 2 of this project the necessary equipment will be installed into Heartlands Hospital. The final phase will extend equivalent computer services throughout James Brindley School so that access by all pupils, even those on Home Teaching, can be gained to the school's "Virtual Classroom" and to its sectors.
22. The headteacher, the two deputy head teachers, other senior staff and teachers have developed a key statement of their aims which is to provide a high quality education in a supportive and achieving environment for all children and young people unable to attend mainstream school because of health related needs.
23. The school has a set of guiding principles for all staff to adhere to and these are:
 - to respect, value and understand the individual needs of pupils;
 - to strive to ensure equality of opportunity for all our pupils within the framework of the National Curriculum as appropriate;
 - to hold high expectations of young people within realistic challenges for academic achievement;
 - to foster a secure, safe, stimulating educational environment;
 - to co-operate and communicate effectively with other involved agencies;
 - to foster strong working relationships with pupils, parents and mainstream schools;
 - to enable each young person to return to mainstream education, training or work as soon as practicable.
1. The second school development plan has, in addition to individual sector plans and curriculum plans, the following whole school targets:
 - to implement monitoring and evaluation systems which raise the quality of teaching and learning throughout the school;
 - to strive for equality of curriculum entitlement throughout the school whilst recognising individual pupil needs and difference;
 - to implement support strategies which underpin enhanced pupil attainment;
 - to establish new and enhanced existing partnerships with parents/carers and a range of other professionals;
 - to ensure the role of the school in response to LEA, DfEE and other initiatives;
 - to create a quality learning environment throughout the school.

- **Key indicators**

- **Attainment at Key Stages 1 and 2**

No SATs results are available in the school for these two key stages and the majority of pupils undertake these tests in their main stream schools.

- **Attainment at Key Stage 3**

Number of registered pupils in final year of Key Stage 3 for latest reporting year:	Year	Boys	Girls	Total
	1999	15	7	22

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	1	1	2
	Girls	2	1	2
	Total	3	2	4
Percentage at NC Level 5 or above	School	13	8	18
	National	61	64	56
Percentage at NC Level 6 or above	School	4	4	4
	National	35	36	27

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 5 or above	Boys	2	4	9
	Girls	4	8	5
	Total	6	12	14
Percentage at NC Level 5 or above	School	28	55	62
	National	61	64	61
Percentage at NC Level 6 or above	School	14	14	4
	National	30	37	30

- **Attainment at Key Stage 4**

- **GCSE results for pupils who have been attending James Brindley for over a year**

Number of 15 year olds on roll in January of the latest reporting year:	Year	Boys	Girls	Total
	1999	19	27	46

GCSE Results		5 or more grades A* to C	5 or more grades A* to G	1 or more grades A* to G
Number of pupils achieving standard specified	Boys	2	7	12
	Girls	3	7	25
	Total	5	14	37
Percentage achieving standard specified	School	10	30	81
	National	47.8	88.4	93.9

• **Table to show passes in external examinations compared with time spent at James Brindley School**

	Type of External Examination						
	Number of Pupils	Number of single examination entries	Number of GCSE passes	Number of GCSE (Short Course) passes	Number of CoEA passes	Number of AEB passes	Number of Other Examination passes
Over 2 years	24	204	99	22	54	20	9
1 to 2 Years	21	156	76	9	34	28	9
Under a Year	12	46	12	3	15	15	1

• **Attendance**

Percentage of half days (sessions) missed				%
through absence for the latest complete reporting year:	Authorised	School		10
	Absence	National comparative data		N/A
	Unauthorised	School		18
	Absence	National comparative data		N/A

• **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	32
	Satisfactory or better	99
	Less than satisfactory	1

· **PART A: ASPECTS OF THE SCHOOL**

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

· **Attainment and progress**

1. *While it is inappropriate to judge the attainment of all pupils for whom this school caters against national expectations or averages, a significant number of pupils are successful in external examinations at the end of Key Stage 4. Therefore, where applicable references to attainment judged against national averages and expectations are made. The report also gives examples of what pupils know, understand and can do and, where appropriate, takes account of information contained in pupils' statements and annual reviews.*
2. Generally, attainment on entry through the school is below national averages. There is considerable variation between the attainments of individual pupils and between the sectors, with the lowest attainment on entry being noted in the Heartlands, Good Hope and Yardley Green hospitals and in the Northfield and Parkway centres. Where attainment on entry is lower than national expectations in the core subjects it is mainly the result of medical conditions which have resulted in considerable absence from school and a seriously disrupted education.
3. Attainments in the core subjects at Key Stages 1, 2 and 4 are within the lower part of national averages but in Key Stage 3 they are below national averages. It is in this key stage that many pupils come to the school for the first time, particularly in Parkway, Northfield and RCATC centres, and in Yardley Green Hospital. Some pupils' attainments improve if they remain for a long enough period of time, for example in RCATC.
4. In the end of Key Stage 3, Standards Assessment Test (SATs) most pupils have attainments which are below average in comparison with national results. The majority of pupils attain Level 4 in the core subjects.
5. The school's 1999 General Certificate of Secondary Education (GCSE) examination results show an improvement on the previous year. The school met the target set within the school development plan for 85% of Year 11 pupils being entered for external examinations. Of these pupils 34% gained passes in the GCSE examinations at A* - C grades and 97% achieved at least one GCSE pass A*-G.
6. Analysis of the examination results for 1999 show that, for those internal candidates who spend at least a year at James Brindley School, 10% gain 5 or more passes in the GCSE examinations at A*- C grades and 32% obtain one or more A* - C grades. For the same group 30% obtain 5 or more passes at GCSE grades A* - G and 80% obtain at least one GCSE grade A* - G pass. In addition, the school supports a further group of Year 10 and 11 pupils whose stay in the school is less than a year but are entered into the GCSE examination by the school. When these pupils are included in the school GCSE results, 36% of all the pupils entered by the school gained 5 or more GCSE grades A* - G and 37% gain at least one pass at A* - G grades. Twelve per cent of this group gain at least 5 passes at A* - C grades and 38% gain at least one pass at A* - C grades. It is not possible to determine the contribution the school makes to the education of pupils who spend some time during Years 10 and 11 at the school but are entered for GCSE examination by their mainstream schools.
7. In addition, most pupils by the end of Year 11 are successful in a range of other examinations, including the Certificates of Achievements examination (CoEA), the Association Education Board Basic Skills Certificate (AEB), including child care, health, hygiene and safety, life skills and the world of work.
8. There are some differences in examination results between sectors. The fewest entries are at

Heartlands, Good Hope and Yardley Green hospitals and Regional Children and Adolescent Teaching Centre (RCATC) and in the Home Teaching. These differences reflect the abilities of the pupils within these sections and the numbers of Year 11 pupils.

9. While direct comparisons cannot be made with national trends, for this school these results are a significant achievement and point to pupils' attainments improving during their time at the school, particularly for those pupils who stay for more than one year.
10. Pupils make good progress overall in almost all subjects. This good progress is consistent at all key stages. It applies to boys and girls, to pupils of different ethnicity and to those from different backgrounds. Progress is largely due to the good standard of teaching and the effective way in which the school identifies pupils' needs and then reviews and monitors their progress. This means that all pupils are following programmes in which they are achieving success; this encourages them and results in good attitudes to learning, a good appreciation of the fact that staff are helping them and the consequent good behaviour. The senior management team has made a significant contribution to the establishment of good progress throughout the school by setting clear objectives and expectations for all teachers
11. The progress of some pupils with specific learning difficulties is less assured as some teachers lack skills in the drawing up of focussed learning targets for these pupils and the assessment of their needs.
12. In English, pupils make good progress overall at all key stages. Pupils make good progress in reading and in writing. The overall quality of the pupils' writing in Home Teaching is satisfactory. Progress in speaking and listening is very good across all key stages and in all sectors.
13. Literacy has been a major focus of school development in the last year and now makes a significant contribution to pupils' progress in all subjects. The school has effectively implemented the National Literacy Strategy within the constraints of the school. Progress in speaking and listening is very good and progress in reading and writing is good across all key stages. These good standards enable pupils to communicate with clearly and concisely. Literacy skills are reinforced in most subjects of the curriculum.
14. In mathematics, pupils also make good progress overall at all key stages. The majority of pupils have the knowledge, skills and understanding to cope confidently with everyday mathematics and to use mathematical terms to communicate ideas and information.
15. Overall progress in science is good in most key stages and in most sectors. It is satisfactory in Parkway at Key Stages 3 and good at Key Stage 4. In this sector pupils' response to science lessons is not always satisfactory and so progress over time is reduced. The majority of pupils have the knowledge, skills and understanding to cope confidently with everyday mathematics and to use mathematical terms to communicate ideas and information.
16. Progress in information technology is at least good in all sectors and at all key stages. Progress is very good in Diana Princess of Wales Children's Hospital and Parkway as the result of very good teaching. In these sectors, older pupils are very competent and show confidence and skills in using computers, not only as a tool for learning, but also to combine a variety of forms of electronic and other information for presentation. They can select the appropriate information technology facilities for specific tasks, taking into account ease of use and suitability for purpose.
17. Progress in art is good at all key stages. Progress in design and technology is satisfactory over the whole school but unsatisfactory at RCATC and Yardley Green where facilities are inadequate. Few pupils reach national expectations in work with wood, plastics and metals.

42. In geography, history and religious education pupils make good progress at all key stages. In music and physical education progress is at least satisfactory. Pupils make satisfactory progress in modern foreign languages at both key stages; the majority make good progress.

42. **Attitudes, behaviour and personal development**

18. Throughout the centres, pupils' attitudes and behaviour are very good. Pupils' behaviour is excellent at Woodlands and City hospitals, good at Parkway, RCATC and Heartlands, Good Hope and Yardley Green hospitals and very good elsewhere. Overall, relationships between staff and pupils and between the pupils themselves are very good. They are excellent in Home Teaching, Woodlands and City Hospitals and the Diana Princess of Wales Children's Hospital. They are good in Parkway, Northfield and RCATC.

19. Pupils' attitudes to learning are very good. The majority of pupils show an interest in their work, enjoy learning and are highly motivated. Most pupils sustain concentration over long periods of time, despite their illnesses. Staff do all they can to build pupils' confidence and raise their self-esteem. They ensure that pupils see the point of the work they are doing and understand how it will help them. Pupils with special educational needs are encouraged to participate fully in all school activities which raises their self-esteem and promotes their personal development.

20. Despite their illnesses and the effects of some pupils' psychological and psychiatric conditions most pupils behave very well during lessons. Pupils are courteous and trustworthy and mostly take pride in their work.. They handle resources carefully and respectfully, including the expensive and recently installed range of information and communications technology hardware and software. They concentrate well, even during longer sessions, and try hard to complete the tasks set. Some pupils undertake further work between lessons, based on work left for them by the teachers, particularly in the Childrens' Hospital. Concentration and interest levels increase throughout the key stages as pupils become more mature. This is particularly noticeable at Parkway. Generally, throughout the school pupils are pleased when they do well and readily take part in celebrating the achievements of others. Most older pupils show high levels of motivation in keeping up with their work on examination syllabuses as they participate in externally accredited courses and willingly take responsibility for their learning. Pupils' behaviour generally improves the longer they have been at the sectors within the school.

21. However, pupils for whom learning is difficult as a result of emotional and behavioural difficulties or psychiatric conditions sometimes behave inappropriately. This affects learning and progress particularly where activities fail to engage pupils or the teaching strategies used are unsuitably matched to their learning styles or extreme behaviours. Teachers and other staff at the school have difficulties in coping with such extremely challenging behaviours and further training is required. This is particularly true of the staff at RCATC, Yardley Green , Parkway and Northfield.

22. Pupils' personal development is very good because of the individual help and support provided by all staff. Pupils' relationships with one another are carefully nurtured. Teachers and other staff provide outstanding role-models. Staff know pupils very well and are aware of mood swings and troublesome periods. Pupils respond well when they are actively involved. For example, they answer questions well and very often give extended answers. They carry out their own projects, for example in design and technology and art lessons. They develop empathy as they talk and write about feelings in English lessons. The very good support given by staff enables pupils to develop confidence and self-esteem and self-worth. The number of pupils who are successfully reintegrated back into school or progress into further education is an indication of the quality of the provision made, particularly, but not exclusively, in Home Teaching.

47. **Attendance**

23. Attendance in all the sectors of the school is at least satisfactory apart from at Yardley Green, where the averages are reduced by the poor attendance of a small number of pupils referred to the unit after developing school phobia.
24. Within the hospital sectors, where pupils are resident, attendance is good because almost all pupils remain on the premises. Pupils are taught either on the ward, or in a hospital classroom and good levels of supervision ensure regular attendance. Session times vary across these sectors but in nearly all cases lessons start and finish on time. However, this is not consistently good across all wards and significant amounts of time are lost due to sessions starting late or finishing early, particularly in Woodlands hospital. Punctuality is good but it is difficult to achieve because the pupils are sick and often require treatment. Lessons are interrupted from time to time, as expected, by necessary medical procedures and therapy sessions but staff within the hospital respect that between set times school lessons should be encouraged to continue.
50. In RCATC, attendance is satisfactory in the context of pupils' medical conditions and the criteria set by Parkview Clinic. However, staff do not always know about new admissions and without this information, staff cannot start to make arrangements for patients to attend the teaching centre. At present there is inadequate collaboration between clinic and school to ensure that all pupils receive their full entitlement to education.
25. In Northfield and Parkway, pupils' attendance is below the national average for mainstream secondary schools. Health and medical related difficulties make it difficult for many to attend these sectors regularly and attendance figures are reduced by a small minority of pupils who have very poor attendance or do not attend at all. Staff in these sectors support and encourage pupils to attend school regularly and some pupils demonstrate improved attendance rates over time. However attendance in Northfield is not satisfactory and for some pupils it has a considerable effect on what they know and are able to do. In Parkway, a high proportion of pupils have attendance figures averaging between 90% and 100%. While attending these sectors, pupils arrive punctually for lessons.
26. In some sectors, while registers are marked at the appropriate times, the marking of registers does not fully comply with statutory requirements. The registers show some unexplained gaps and the symbol usually entered to indicate 'unauthorised absence' does not clearly explain the absence. Parents are kept informed of the absence records of their child by telephone, letters or home visits. Arrangements for dealing with lateness are good, including recording incidents.
27. At the pre-inspection meetings held for parents to express their views, parents spoke very positively about the improved attendance of their children since admission to the school. The findings of the inspection support this view.

53. **QUALITY OF EDUCATION PROVIDED**

53. **Teaching**

28. The quality of teaching is good at all key stages and in all sectors.
29. It is good in 76% of all lessons and is very good in 32%. There is a small percentage of excellent teaching. Only in a very small minority of lessons is teaching unsatisfactory and in these lessons, illness of staff played a major part.
30. In Key Stage 1 teaching is always satisfactory, 78% is good and 25% is very good. There is a small amount of excellent teaching at this key stage. In Key Stage 2 teaching is very good in 15%, good in 71% of lessons. There is no unsatisfactory or excellent teaching at this key stage. The teaching of literacy and numeracy at Key Stages 1 and 2 is particularly effective.
31. Teaching in Key Stage 3 is mainly satisfactory; 78% is good, and 41% is very good. Similarly at Key Stage 4, teaching is very good in 36% of lessons, good in 76% and nearly always satisfactory. There is an equal amount of excellent teaching in these two key stages.
32. Teachers' knowledge and understanding of their subjects are good at all key stages and the result of the very good work of the primary curriculum team at Key Stages 1 and 2 and the curriculum co-ordinators at Key Stages 3 and 4. Teachers' expectations are good at Key Stages 1 and 2 and very good at Key Stages 3 and 4 where there is a focus on examination entries. Lessons are well planned at all key stages and pupils are generally very well managed. Teachers make good use of time and the available resources. Methods and organisation within the school are good and vary according to the needs of the pupil and the teaching situation. For example, in home teaching and in the wards close, positive relationships are quickly established in the one-to-one teaching situations and teachers are very good at tailoring their teaching methods to the pupils' needs. A positive attitude to progress results from lessons being conducted at a good pace with clear, achievable learning targets and pupils gain confidence through success. The quality of assessment is very good at Key Stage 1 and 2. There are records retained in some sectors. In Key Stages 3 and 4 assessment is good and in Key Stage 4, where the examinations provide a framework, it is very good. Most teachers in Key Stages 1, 2 and 4 make very good use of assessment to plan further activities. In Key Stage 3 the use of assessment is good. Teachers working with pupils in Key Stages 1 and 2 use homework appropriately. The provision for homework in Key Stages 3 and 4 is good. It is mainly regular, particularly in Home Teaching and wherever possible at all sectors those pupils who are undertaking examination are encouraged to undertake some individual study in their own time.
33. At all key stages the support for pupils with English, as an additional language, is good.
34. The quality of teaching in English, mathematics and science is good over the whole school. In art and a modern foreign language, the quality of teaching is good but there is also some good and excellent teaching in these subjects. Teaching is generally good at all key stages in geography, history, music and religious education. Teaching is at least satisfactory in physical education. In design and technology teaching is uneven with some excellent teaching in food technology and unsatisfactory teaching in other parts of the curriculum, for example in resistant materials. In information technology teaching is very good in some sectors and good overall.
35. In Key stages 3 and 4, where there is a small amount of unsatisfactory teaching, academic expectations and those for pupil behaviour are low. Planned activities present insufficient challenge or interest to the pupils. In Home Teaching, Parkway and RCATC the range of teaching methods used to teach pupils with specific learning difficulties are limited and not well related to pupils' needs. The management of pupils who have been identified as having learning

difficulties as a result of emotional and behavioural difficulties is ineffective. This has a negative impact on the progress of pupils, particularly those for whom emotional and behavioural difficulties can be an obstacle to learning.

36. Where teaching is good, teachers demonstrate good and in some cases very good subject knowledge. Clearly stated learning objectives are shared with the pupils at the beginning of the lessons. Planned activities enable pupils to achieve learning objectives that systematically build on prior learning. There is a good balance between whole class teaching, paired work and individual approaches. Explanations are clear and tasks are carefully broken down into small steps, such as in mathematics at Key Stage 4 in Parkway. Transition from one activity to another is very well managed. Classroom support assistants are well briefed and their work has a very positive impact on pupils' learning and progress.
37. Where teaching is very good, lessons are very well planned and prepared. Questions are used well to effectively deepen pupils' thinking and enable them to share in the resolution of problems. In English, during a drama lesson, clearly communicated expectations and careful analysis of the skills pupils are to use during the activities follow good warm-up activities. This prepares pupils very well and enables them to perform to the best of their ability. In mathematics at Key Stage 4, the teacher uses a full range of strategies, such as visualisation and the use of catchphrases to assist pupils in understanding concepts and memory work.
38. Where teaching is outstanding, planned learning objectives reflect a very good balance of knowledge, skills and concepts to be covered during the lesson. Activities are very well supported through an excellent range of resources, some of which are self-generated. For example in food technology. The teacher displays the sequence of the lesson on the whiteboard, which supports the effective use of time for the teacher and pupils. Pupils are constantly provided with opportunities to appraise their own work as well as that of others. Homework is used very effectively to support work carried out during the lesson. Lessons conclude with reflection on the knowledge and skills learnt and concepts understood.
39. The good quality of teaching has a positive impact on pupils' progress throughout the school. An excellent contribution is made to the improvement of the quality of teaching by the senior management team, through in-service training, direct observation and general advice and support, particularly by the headteacher and the two deputy headteachers.

65. **The curriculum and assessment**

40. The curriculum is good at all key stages and reflects the school aims and policies to provide for all subjects of the National Curriculum to be taught if possible and so aid pupils in their return to their mainstream schools. There is good provision for the small number of under-fives to have access to four areas of learning, personal and social, language and literacy, numeracy and knowledge and understanding of the world, particularly at Diana Princess of Wales Children's hospital, City and Heartlands, Good Hope and Yardley Green hospitals. The breadth of the curriculum is good overall, especially in Key Stages 3 and 4, where it includes a modern foreign language, careers, work experience, where appropriate, and provision for pupils to follow accredited courses other than in academic subjects. The curriculum provision is particularly well organised in terms of its relevance to meet the range of needs of all pupils in all sectors. For example, courses in child development and business studies are available in some sectors and such courses are particularly relevant to the interests and needs of pupils who are pregnant or are already young mothers. The balance of the curriculum is satisfactory overall. The school makes good arrangements for pupils to sit examinations in the hospital or unit or at home if this is necessary.
41. The provision for the teaching of design and technology, in particular work with resistant materials is the main weakness of the curriculum. It is mainly the result of a lack of workshop areas, for

example at RCATC and Northfield, or, where there is a workshop, for example in Parkway, its organisation and resources. The scheme of work for this area of the curriculum is also inadequate. The curriculum for design and technology is also under-developed and under-used in the ward settings.

42. Policies and curriculum plans are drawn up as a whole school exercise, to provide cohesion and consistency across the sectors. Curriculum documents are generally comprehensive and detailed. They cover all the National Curriculum subjects. Long, medium and short-term plans provide for continuity and progress. Schemes of work are well written, with clear, specific learning objectives. They are the result of the excellent work of the senior management team, the primary curriculum team and the subject co-ordinators at Key Stages 3 and 4.
43. The curriculum provision for pupils with special educational needs is very good at Key Stages 1 and 2 and all pupils have individual education plans (IEPs). Staff adapt tasks to meet the needs of all pupils, and provide additional support for pupils who need help in order to work. Teachers take account of pupils' targets in the IEPs when planning lessons and ensure work is set at an appropriate level. In Key Stages 3 and 4 provision for those pupils with specific learning difficulties is less effective. Arrangements for the diagnostic assessment of pupils with significant learning difficulties are currently inadequate, as is the provision to meet their needs and the skills of staff to deal with them. The quality and use of IEPs is an unsatisfactory aspect of the assessment and planning process in Parkway as they are not yet used as a means of individualising the curriculum for pupils. Frequently they contain targets which are too general.
44. The number of students at Post-16 who are being admitted to the school is increasing and although attempts are being made to provide suitable coursework to meet their needs the curriculum for this age-group is underdeveloped.
45. Whilst provision is satisfactory, the curriculum is less successful in meeting the needs and interests of pupils who have been assessed as having learning difficulties as a result of emotional and behavioural difficulties or lower attaining pupils. Pupils who are waiting to go to a special school do not always have the suitably differentiated curriculum they are entitled to.
46. The contribution which the curriculum makes to the educational standards of pupils is good overall. It is often very good in Key Stages 3 and 4 when pupils have access to classrooms. However, achieving a balance in the curriculum for pupils on the wards and at RCATC is much more difficult. Loss of teaching time is a problem when teachers arrive on the wards or to a hand-over to find that the pupil time-tabled for a lesson is not available. Well-planned lessons are frequently disrupted or cancelled because of the medical needs of the pupils, resulting in a lack of balance and continuity in the curriculum being implemented. The absence of some pupils, particularly at Northfield also affects the balance of, and the continuity of pupils' learning for these pupils over time. The emphasis placed on the development of literacy and numeracy skills in foundation subject lessons, as well as in mathematics and English lessons, is good. The school's provision to meet the requirements of the literacy strategy is very good. The recent implementation of the numeracy strategy is good. Progress in these areas assists in re-integration.
47. The excellent provision of information communication technology resources and the development of the "Virtual Classroom" at the Diana Princess of Wales Children's hospital is already providing greater breadth and balance in the curriculum. When more staff are fully trained, and have experience in the use of the system, the "Virtual Classroom" will greatly enhance the educational standards of the pupils. The use of information technology in other sectors is also making some contribution to the breadth of the curriculum. The school's ambitious plans will extend the provision of the "Virtual Classroom" throughout the whole school. At present, individual teaching at the bedside and in pupils' homes, though often necessary, results in a lack of opportunity for pupil interaction, and collaborative working. However, there are examples of teachers planning the use of video conferencing to bring pupils together to work in groups, although individually isolated

through specific circumstances. One excellent example of this was when a pupil on a ward at the Diana Princess of Wales Children's hospital was able to meet and communicate with pupils in the classroom, as a preparation for the change from ward to classroom teaching. He had been very nervous about the change, but reluctance turned to enthusiasm, as a direct result of the link.

48. Policy statements exist for sex education, equal opportunities, careers and special educational needs. Pupils are prepared well for the next stage of education. In the good provision for personal, social and health education pupils are helped to deal with problems, associated with their medical conditions, by the skilled and sensitive approach of staff. These lessons, and religious education lessons, in Key Stages 3 and 4 pupils consider the human emotions of anger, frustration, sadness and happiness, sometimes using role-play. There is good provision for a range of activities such as physical education, swimming and skiing, for those who are able to take part. The curriculum is also enriched by visits to theatres and museums as well as field trips, including a residential visit annually, to France. Visitors to the school include poets, story-tellers, actors and a dance troupe performed for some pupils during the inspection. There is generally good co-operation between the hospitals and the school to provide activities which enrich the lives of the pupils. All sectors make appropriate use of the careers service and the provision is good. Pupils from Year 9 onwards take part in careers' education. For most pupils this gives them the opportunity to gain the Careers Library User Award. During the week of the inspection, a visitor from a construction company came to speak to the pupils in one sector and older pupils from all sectors attended a "Job Scene Exhibition". There is an effective liaison with the Careers Education Business Partnership.
49. The provision of a curriculum which ensures equal opportunities is a high priority of the school. At present data on pupils' home languages or ethnic backgrounds is not fully collated to assist planning, although a new computer based system will soon be completed and provide considerable additional data about pupils' backgrounds, both social and educational. All pupils have access to teaching in the hospital units whether they are ambulant or immobile. At all sectors staff seek to work in partnership with parents and other professionals to meet the individual needs of each pupil. There is no discrimination on the basis of gender or prior attainment. All pupils are treated equally regardless of ethnic background. An interpreter helps parents who speak Punjabi and Urdu to participate in meetings. The great majority of written information is in English which means it may not be accessible to parents for whom English is an additional language.
50. Assessment is good overall. Teachers in hospital settings have developed good skills in rapid and accurate assessment, essential to ensure continuity of learning. Assessment materials and procedures are very good in the Diana Princess of Wales Children's hospital and good in other similar situations with the main strength lying in the skill and experience of the staff. In Parkway and Northfield, procedures for assessment are satisfactory. In these sectors the quality of the information provided by referring agencies when pupils arrive is variable. At its worst very little information is given that would help in the planning process. Both sectors have worked hard to liaise with these agencies and some improvements have been made. The Head of Education at the Parkway sector and the newly appointed special educational needs co-ordinator have made a good start in developing baseline assessment on entry to establish exactly what pupils know, understand and can do. The information generated will help to ensure that the learning needs of all the pupils are consistently met across all subjects.
77. Classroom assessment generally informs planning. Evaluations on the lesson plans and schemes of work are used well in some sectors, and lead to the next step to be taught. Records of Achievement are kept for all pupils. They act as good "reminders" to pupils of what they are capable of. This helps to build and maintain in pupils, high self-esteem.

51. Parents receive an annual report which describes activities covered and nearly always indicates pupils' level of performance. In RCATC the reports on the six-weekly reviews of pupils' progress are sound. There is a suitable marking policy and marking is informative and constructive. Oral feedback during lessons is very good, providing challenge as well as encouragement and affirmation. Statutory requirements in assessment are followed. Good quality reports are passed on to receiving schools when pupils are re-integrated. GCSE and other external tests and examinations take place at the end of Key Stage 4. These are co-ordinated effectively by the examinations secretary.

78. **Pupils' spiritual, moral, social and cultural development**

52. The school's provision for pupils' spiritual, moral social and cultural development is good overall. It is excellent at Heartlands, Good Hope and Yardley Green hospitals because, in this sector, provision makes a significant contribution to the very good ethos of the sector and to each pupil's desire to succeed. Pupils are given frequent opportunities to make choices and explore moral values, and are fully integrated into all aspects of the life of the school. In RCATC, pupils' moral development is very good as a result of an ethos of openness and trust through the very good positive relationships that prevail. This is very effective in promoting self-confidence and a positive self-image through success. Pupils have a clear sense of right and wrong and of fair play.

53. There is no formal collective act of worship in all sectors or as a whole school but the arrangements for reflection which are undertaken within sectors make a positive contribution to pupils spiritual development. Many pupils have an acute awareness of their spirituality through their illnesses and their treatments and some have much time for reflection. In RCATC, the staff have made particular efforts to enhance the appearance of the school grounds which also have a positive influence on cultural and spiritual awareness and the pupils' appreciation of, and respect for, the natural environment.

54. The school places appropriate emphasis on good behaviour. All sectors have a copy of the school's Code of Conduct, and pupils have a good understanding of it. This is one way in which the school identifies what is right and wrong, acceptable and non-acceptable, within the context of its day-to-day work. The very good relationships, which exist between pupils and staff, very often result in staff counselling pupils. These sessions provide good opportunities to extend pupils' understanding, for example of fairness, or of a correct decision on an issue important to them. In Northfield, the recently introduced end of week assembly is well used to reinforce appropriate behaviour and actions, through the presentation of awards. Other sectors hold similar sessions.

55. The provision made for pupils' social development is good throughout the school. A good role model is provided by the staff, who treat the pupils and each other with courtesy and respect. Parents are very appreciative of this. Pupils' difficulties often result in them being distressed when they first attend the school. Sometimes they may be so anxious that they are unwilling to enter a classroom. It is to the credit of the staff that most pupils learn to be sufficiently comfortable and confident so that they quickly take part in all the work of the sector. When this is the case, the progress they make is obvious. From being insecure, diffident and sometimes showing the physical manifestations of their high anxiety, pupils will initiate conversation, take a full part in discussion and take responsibility for their own learning; all at a much lower level of anxiety. In all sectors there are well planned activities provided to help pupils to feel included. In Parkway, in drama, childcare and personal, social and health education good opportunities are provided for pupils to discuss and relate to each other and staff. Pupils attend a local leisure centre and participate in suitable team building exercises. This helps them to build confidence, work together more effectively and trust each other. The twice yearly residential holidays make a very good contribution to pupils social development and to their self-awareness. They respond

well to this challenge and a sense of responsibility and teamwork is suitably promoted at these times. For those pupils who can take part in physical activities there are suitable opportunities to further develop their social skills. In the ward situation teaching and nursing staff encourage pupils to socialise together and in City Hospital there is a playground adjacent to the children's ward and this provision provides very good opportunities for pupils to socialise together.

56. Many pupils have individual programmes of study and so opportunities for collaborative work are limited in some situations, although the increasing use of video conferencing is reducing pupils' isolation. When opportunities for collaborative working occur; as, for example at the Diana Princess of Wales Children's hospital, in an art lesson in the Key Stage 3 and 4 classroom, pupils readily share the use of materials and equipment and are keen to help each other. Throughout the school the strong links with the local community are promoted by visits to events in the locality and by meeting members of the community who visit the school. This strengthens pupils' understanding of citizenship.
57. Provision for pupils' cultural development is good overall. Pupils' understanding of their own culture is primarily promoted through the study of the subjects and most pupils have good opportunities within lessons and during extra-curricular activities for this aspect of their development. Drama, music, English and art lessons contribute well to the pupils' cultural development. The school makes effective links with the opportunities in the City of Birmingham for visits to museums and theatres. Pupils are involved with a ballet company and, through a workshop, have experiences of music and movement and drama. The use of displays throughout all sectors celebrating cultural diversity is good overall but in some hospital settings display space is limited. For example, some go to France for an overnight stay, and others learn about music from different countries and other cultures such as Ancient Egyptian, Chinese, African and Spanish music. Art lessons provide good opportunities for cultural development as pupils learn about architecture and art movements from other countries.
84. **Support, guidance and pupils' welfare**
85. Support, guidance and pupils' welfare is good overall and all staff throughout the school have a great concern for pupils' welfare. They treat pupils with respect and encourage them to set realistic but challenging targets for themselves. Discussion with pupils during and immediately after activities assists pupils to appreciate what they have done well, and how they can improve. In RCATC, the action planning booklets help pupils to focus on objectives and how to achieve them and pupils are encouraged to complete self-evaluation sheets when they have finished each work modules. These beneficial practices are being introduced throughout the school. All teachers support and encourage pupils to assume some responsibility for their learning, and this contributes well to the good progress which pupils make. The support and guidance given to pupils in Home Teaching is very good.
58. Arrangements for monitoring pupils' academic progress are good. Day to day assessment generally provides pupils with accurate information regarding their academic progress. Homework, wherever possible and appropriate, is used effectively across the curriculum and pupils are sensitively encouraged to make use of homework when they feel they are ready. This is particularly true at Parkway, RCATC and Northfield.
59. Throughout the school there are some examples of good quality marking and regular assessment. For example, in one-to-one situation in the wards at City Hospital and in Home Teaching. These techniques provide pupils with useful comments on what is good about their work and what needs to be improved. In some sectors, targets set in pupils' individual education plans are often too vague to be useful. This makes it difficult to accurately assess the progress pupils make towards achieving them.
60. Procedures for monitoring pupils' personal development are good. The information gained is used

effectively to support pupils' progress. Through whole school policies and clear guidance for staff and pupils, the school has developed effective measures for the promotion of good discipline and behaviour. This has a very positive impact on pupils' attitude to learning and their willingness to overcome what, for some, was long standing anxiety regarding attendance at school or coping with their chronic medical conditions. However, the behaviour of a small proportion of pupils with challenging behaviours is not always managed effectively by all staff. Minor incidents of harassment or bullying are very infrequent. Where this occurs staff in each sector act swiftly and effectively. At the pre-inspection meetings for parents, some parents of pupils who attend sectors on a daily basis spoke very positively about the improvements in the behaviour of their children at home and in the sector. The findings of the inspection are consistent with this view.

61. Procedures for monitoring attendance are satisfactory. A start has been made on the use of a computer for data storage and analysis of attendance. The system is not yet sufficiently developed to allow for prompt and easy access to records. Good attendance is promoted through the awarding of the 'Attendance Challenge Award' and an 'Attendance Achievement Certificate' every half term. Certificates are also awarded for 100% or 90% attendance. For a small but significant number of pupils at Northfield, Parkway and Yardley Green the full effect of the good work of these sectors is limited by their difficulties with attendance. This is despite the unit's full implementation of the strategies recommended by the school's working party on behaviour and attendance. These include rewards, visits, personal support and additional monitoring. Current strategies are still too limited to be fully effective and as a result, attainment and progress are much lower than what pupils could achieve if attendance were improved.
62. The school is successful in promoting the health, safety and general well being of its pupils. Very good child protection procedures are firmly established and fully understood by all members of staff. Good links are maintained with appropriate departments within the social services.
63. The school has a very good policy and very detailed procedures for child protection. The procedures in place reflect the local education authority's child protection procedures. Copies of the procedures are prominently located in relevant venues throughout the sectors and key contacts are listed clearly. Staff know who the designated senior person is and are fully familiar with their own responsibilities under the procedures. Additionally, governors receive an annual report on staff training, incidents and the place of child protection in the curriculum. Hospital security arrangements are very good.
64. Health and safety of pupils is given a high priority and is good overall. There is a copy of the local education authority's 'Health and Safety' handbook in each sector and comprehensive risk assessments are carried out by the hospitals, the local education authority and by the sectors on a regular basis. The health and well-being of individual pupils is further supported through the provision of very good care plans that they take with them on any visits that they make. Staff are diligent to ensure pupils' safety and well-being in practical activities such as swimming, skiing and using the minibus. Health and safety issues in science are monitored particularly well. There are very few accidents, but when they occur they are properly recorded. Fire drills are held termly. Pupils have the opportunity to choose a personal tutor, to whom they can talk on any matter and being able to go to a teacher who they know is knowledgeable and sympathetic of their difficulties helps many pupils to attend.
92. **Partnership with parents and the community**
65. Partnership with parents and the community is good overall and, as a result, pupils' learning opportunities are generally enhanced. It is very good in Diana Princess of Wales Children's Hospital and Woodlands, City and Selly Oak hospitals. It is also very good in Parkway where parents are very supportive of the centre and every opportunity is taken to ensure that parents are kept fully informed of what progress pupils are making.

66. In some regional hospitals, for example Woodlands Hospital, many parents live a long way from the hospital but despite this difficulty teachers involve these parents in their child's education by maintaining regular contact with them, particularly when they visit the ward to spend time with their children. When children return home for shorter or longer periods, the parents are asked to support their school-work at home. Several parents in all sectors commented on the effectiveness of this partnership in terms of maintaining pupils' progress and attainment. Parental links with pupils on Home Teaching are very good and most parents are involved with their children's learning.
67. The quality of information provided for parents is good overall. It includes a new, informative and easy-to-read school brochure, annual reports, a home/school agreement, formal meetings with parents and regular newsletters. All parents confirm that they are kept well informed by the school. They are impressed by the ease with which teachers relate to new pupils and parents. They appreciate the lengths staff go, to obtain information from the mainstream school.
68. Liaison with mainstream schools is good and as much continuity as possible is achieved. There are particularly close links with special schools and mainstream schools which are near to sectors.
69. Links with hospital staff are also generally effective and valued. However there is a lack of joint planning between staff at RCATC and the adjacent Clinic, with a number of unresolved difficulties. These include admission procedures, the transfer of information and the working together to formulate collaborative and cohesive provision. There are a number of supporting professionals who work closely with school staff within sectors, the pupils and their families. They share the school's vision and this further promotes the effective development of a team-approach to the education and treatment of pupils.
70. Community links are satisfactory overall and are being extended and developed. These contacts enrich the curriculum. The "Virtual Classroom" is an exciting information and communications technology project sponsored by companies and businesses, both national and local. Many friends within the community have worked hard to develop attractive spaces for children to play, for example the very attractive garden and play area for young children at City Hospital.
71. Very good links with industry and commerce are being developed and there are well developed plans to use these bonds to broaden the curriculum as well as to help pupils with career choices. Pupils from the school visit the local colleges of further education to help them decide on courses that they will follow, after their time at a particular sector. They are well introduced to the world of work, and the expectations of employers, through visits to a well-known car producer and to hotels belonging to a national chain. The very good links with Birmingham Business Partnership encourages pupils to be more aware of, and better prepared for, life beyond statutory school age. Visiting speakers make a useful and highly relevant contribution to many lessons, such as those supporting child development. The careers service gives good support to pupils, who attend an annual careers fair. The careers officer interviews each pupil in Year 10 and Year 11.

99. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

99. **Leadership and management**

100. The leadership and management of the school is very good. The headteacher, together with the senior management team, provide excellent leadership. They have a vision of excellence and the strategies to make their vision happen. In the short period of time since the school was set up they have developed a cohesive curriculum, bonded the staff together harmoniously and tackled some of the long standing issues which affect quality. For example, staff attitudes to an educational focus to the working in a hospital setting and the accommodation necessary to meet the demands of the National Curriculum.

100.

72. All statutory requirements are met in all aspects of the school's work. The relationship between the governors of the school, the headteacher and the heads of education is characterised by clear lines of communication, a shared understanding of priority areas for development and a supportive framework for overcoming obstacles to success. Each sector has a link governor, who is a member of the school's governing body. Governors visit their sectors regularly and monitor developments through observations and discussions with staff. This constitutes strong leadership which provides clear educational direction for the work of the school. It has a very positive impact on pupils' learning, progress and behaviour.

101.

102. An important effect of the leadership is the establishment of an excellent ethos throughout the school. This leadership and management of each sector is very well supported by the headteacher and in particular the deputy headteachers, who spend a significant part of their time effectively working with the heads of education and teaching pupils in sectors. The setting up of a Key Stage 1 and 2 curriculum group and the Key Stage 3 and 4 subject co-ordinator groups to design schemes of work and to co-ordinate subjects has effectively allowed teachers to work together, share expertise and develop a common sense of purpose. This, together with the introduction of the "harmonisation" budget which funds subjects and sectors to develop curriculum areas has resulted in improvements in the quality of provision and curriculum delivery which is reflected in the overall good quality of the school at this time. With these effective structures in place the school has a very good capacity for further improvement.

103. The aims of the school are very clearly documented and appropriate. Their implementation is excellent. Relationships between adults, and pupils and adults are very positive. Staff provide very good critical support for each other within a climate of mutual respect and trust. Within each sector there is a well established shared sense of common purpose. This contributes significantly to effective teaching and learning. Measures are in place to ensure that all pupils and staff have equal opportunities. They are largely effective.

73. Roles and responsibilities of all staff are clearly defined. Although co-ordinators operate across the whole school staff find support easily available. The system is efficient and effective. Procedures for monitoring the curriculum are developing and the monitoring by the headteacher and the deputy headteachers is very good. Some heads of education effectively monitor and support the quality of teaching and all heads of education have an understanding of where the strengths and weaknesses in teaching, learning and curriculum provision lie. However, strategies and systems for monitoring and evaluation are inconsistent at this level and limited in their range. The headteacher and senior management team have observed teachers in each sector and discussed issues with each teacher seen. These systems are fairly new and are as yet not part of the culture of the school. The school is in the early stage of developing strategies for self-evaluation and few heads of education have a clear concept of what improvements in quality should be achieved through these systems.

74. The processes of formulating the school's development plan are excellent and assure its

implementation, its monitoring and its evaluation. Each sector's development plan has been appropriately formed within the context of the whole school development plan. Priority areas for development are clearly identified, appropriate actions to be taken over agreed time-scales are in place and the plan is suitably costed. It is well understood by all staff and is an extremely useful tool for creating improvements in the quality of the school.

105. Staffing, accommodation and learning resources

75. Teaching staff have suitable experience for the needs of each sector and taking into account the number of pupils, their ages, medical conditions, discharge rates and the fact that many are taught, one-to-one, at their bedsides. The number of teachers and learning support assistants is sufficient. Support staff are well qualified and experienced. The seamless teamwork of teachers and learning support assistants has the greatest effect on pupils' progress and attainment.
76. There is an effective induction programme for new teachers and other staff. In addition senior staff in sectors provide some information and support. Staff are well mentored by more experienced staff, particularly in learning the skills required for teaching on the wards, in Home Teaching or with one of the sectors where pupils have significant behavioural difficulties.
77. Teaching and support staff have access to a good range of suitable training opportunities. The in-service training programme is good overall and well balanced between the needs of the school, the need for the professional development of some staff and the aspirations for further qualifications of individual members of staff. The deputy headteacher who is in charge of in-service training efficiently and effectively makes all necessary arrangements. Arrangements are being completed to provide staff training in areas which are still outstanding. For example, to improve staff competence in diagnosis and treatment of pupils with specific learning difficulties and to cope with those pupils with challenging behaviours. The arrangements for teacher appraisal are not implemented. However, the headteacher meets annually with every member of staff to review job descriptions and discuss staff's individual performances. These meetings are preceded by informal meetings with the deputy headteacher.
78. The accommodation, with two notable exceptions, is good overall and provides for the effective delivery of the curriculum.
79. In Northfield, despite the recent move to the new site, the accommodation is a problem. The temporary nature of the current arrangement to re-house Northfield Unit in an adequate building is unsatisfactory. Until a clear decision is made, the future of the unit is insecure. Just prior to the inspection, the staff worked long and hard to move the unit, with excellent results. The new building has space and is safe and secure, but in order to teach the curriculum effectively considerable adaptation is necessary. The accommodation is unsatisfactory to meet the demands of the curriculum that includes GCSE courses in a wide range of subjects. For example, there is no specialist provision for teaching design and technology, science or art. The building is still to be cabled for information technology. The library is too small to support teaching and learning across the curriculum, or the full development of investigative skills. Currently more than one group has to be taught in the same room.
80. The accommodation at Yardley Green lacks specialist facilities for science, design technology, art, physical education or a library. There is also only a very restricted area in which pupils can play outside. This situation is unsatisfactory. Additionally, this accommodation is soon to cease as the lease on the site is not being renewed and the unit is due to be relocated.
81. There is very good accommodation in the Good Hope and Heartlands hospitals. Classrooms are bright, well furnished and provide a stimulating learning environment.
82. The accommodation in Parkway is very good with a number of very good or excellent features.

There are excellent facilities for art, home economics and science. The inherited design and technology workshop is large and well equipped with machines. However, it is poorly maintained and has a number of unsatisfactory health and safety issues.

83. In the Diana Princess of Wales Children's Hospital, the accommodation is good overall but the science laboratory in the Diana Princess of Wales Children's hospital, while having a number of useful fixed resources such as a fume cupboard, is too small for other than one or two pupils. Most wards have a designated area for teaching to take place. In this hospital there has been considerable funding provided by a charitable trust and a number of companies to put in place cable links between the school room and all wards, including rooms in which pupils are isolated. This excellent provision is part of the "Virtual Classroom" project.
84. At City Hospital, almost all teaching takes place on the wards, although there are one or two small rooms which are used occasionally for some one-to-one teaching. The space in the middle of the main ward is narrow and cluttered and teachers have some difficulty in moving the resource trolleys around the ward. Storage space is adequate and well organised. Teachers make good use of some large tables in the centre of the ward and overcome the majority of problem caused by a lack of space. Attached to the main ward at the City Hospital is a good play area which is well equipped and used by almost all pupils as a recreational area. A bell is required on the door to this facility to ensure the safety of pupils.
85. In Woodlands hospital, there is greater space on the wards and sufficient space around each bed. Additionally, the teaching staff have the use of a small suite of offices some distance from the wards and of some rooms on the ward. During the inspection there were no pupils being taught at the Selly Oak site and it was not visited.
86. In Home Teaching, the initial arrangements, made when pupils are first admitted, are effective in creating a partnership with parents so that, where possible, suitable teaching and learning accommodation is made available in the home setting. The accommodation at St. Thomas is very good and provides appropriate opportunity for phased reintegration.
87. Resources for learning are generally good and are well used to promote and support learning. Resources are very good in Home Teaching with an extensive and well organised central library, which includes not only books, videos and textbooks but some specialist equipment as well. These resources are readily available to home teachers, sessional staff and staff from the sectors through a very well developed booking system. All sections have a good range of books, materials and equipment in all subjects including good libraries and common text-books, which support the whole school schemes of work. All sectors have good access to computers, videos, tape recorder and CD players.
88. Resources for information technology are excellent at Children's Hospital with a central server, video conferencing and a good range of suitable software. Within this sector excellent use is made of all the resources for information technology, including a digital camera and the video conferencing facilities. In the hospital situations teachers have a sufficient number of resource trolleys which allow them to take resources and equipment readily on to the wards. This enhances pupils' learning and extends the range of experiences offered to them. Teachers are creative in the ways they use of resources to involve pupils who are ill.
89. Despite the shortcomings of some of the accommodation the sectors are very well looked after and are clean. The walls of all sectors are enhanced by very good displays of pupils' work that celebrate their achievement and promote pupils' pride in their work. Wards are cheerful and teachers make good use of any available areas to provide a teaching space and the walls to display pupils' work.
90. Whenever possible the school makes satisfactory use of resources in the community and pupils

attend a number of local sports facilities, museums and art galleries. Pupils are also given an opportunity for a residential experience when they visit France.

121. **The efficiency of the school**

91. Overall financial planning and the monitoring of the school's budget is excellent. The administrative manager is part of the senior management team and plays a full part in the school's decision-making processes. Budget preparations are clear, well documented and an excellent model for all schools. Financial control is excellent with excellent information available for all staff on procedures and practices. The school development plan properly informs budget planning and excellent financial reports are presented to the governing body on a regular basis. The governors have a finance sub-committee which meets regularly and is chaired by an experienced businessman. Good use is made of available funds and money is properly allocated to improve teaching and learning. Good examples of this are the budgets provided for the subject co-ordinators and the "harmonisation" budget which is available for subject co-ordinators to obtain funds to make improvements in subject provision. Very good use is made of all available additional grants, which are spent for their intended purposes.
92. The complexity of this school requires administration systems which are significantly greater than that of most schools. The excellent quality of the school's administration, both centrally and within sectors, results in this complex organisation running smoothly both day-to-day and over a period of time. Office staff are open and friendly and helpful and present an excellent public image of the school.
93. Sector staff have limited responsibilities for budgeting but are expected to account for any expenditure and to justify and then evaluate any training they attend. Staff are very well guided by a comprehensive "budget booklet" which contains precise information about financial procedures, including use of petty cash, ordering and inventory procedures. The systems work and do not cause complications or delays. They also mean that very little sector management time is spent monitoring finance. Each sector identifies budget implications in its one and three year development plans but does not specifically cost these. This is satisfactory because costings are calculated by the school.
94. Very good use is made of teaching and support staff. All teachers spend the large majority of their time teaching but also have sufficient time to plan lessons effectively. Non-contact time is also being well used for training and the building up of specific expertise. Very little time is wasted by staff travelling between sites, or between homes in the Home Teaching. The use of contracted and sessional teachers to effectively meet the ever changing curriculum demands is very good and an efficient use of the staffing resources available. Time-tabling is well managed and makes optimum use of teachers' time. Very good use is made of the available resources across all sectors.
95. Pupils are making good progress overall and examination results are beginning to show an improving trend. The good provision for the curriculum, and the school's focus on the National Curriculum is preparing pupils well for return to mainstream schools or for life after school. The school promotes and celebrates pupils' achievements, progress, attitudes to learning and personal development. It makes very good use of its staff, resources and accommodation. Funding is being very efficiently used and the school is efficiently and effectively managed. Overall, the average cost of a place at the school falls within the lower half of average cost for special school places. Considering all these factors the school is giving good value for money.

126. **PART B: CURRICULUM AREAS AND SUBJECTS**

126. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

96. The numbers of children on roll who are under-five varies considerably from week-to-week. During the inspection only two lessons were observed where pupils who were under-five were identified. In this small sample children make good progress in developing their mathematical skills and knowledge and understanding of the world. There was insufficient evidence to make judgements about children's progress in other areas of learning.
97. Teaching in the lessons seen was at least satisfactory and group work is effectively organised. Teachers are knowledgeable and work is appropriately matched to the children's ability. Good use is made of support staff to maintain the children's attention during the lessons so to maximised progress.
98. In all sectors, where children under-five are taught, particularly in Diana Princess of Wales Children's Hospital, City, Woodlands, City and Selly Oak hospitals and Heartlands, Good Hope and Yardley Green hospitals, suitable materials and equipment are available, including some large play equipment. Hospital staff and teachers co-operate together on the wards to ensure that children under-five are provided with space and opportunities to play, for example on a ward in the Diana Princess of Wales Children's Hospital, children were riding bicycles and pedal-cars around the corridor space.

129. **ENGLISH, MATHEMATICS AND SCIENCE**

129. **English**

99. Despite their medical conditions and illnesses, some pupils attain within the range of national averages but for the majority their attainments in English are below average. Pupils at Key Stage 4 continue to work towards externally accredited courses, including GCSE. Where they are in hospital at the time of the examinations, arrangements are made to ensure that they can take their exams on site so that they do not miss out on accreditation opportunities. In 1999 in English, of the 39 pupils entered by the school 25% achieved A*-C grades and 97.5% achieved A*-G grades. In 1999 in English literature, 11 pupils were entered by the school and of these 45% gained A*-C grade and 98.2% gained A*-G grades. It is not possible to make valid judgements about national comparisons or trends over time within the school. However, by the end of Key Stage 4, in 1999 the school ensured that some 90% of the pupils within Key Stage 4 achieved at least a G grade or better in English at GCSE and 24% in English literature. A small number of pupils obtained passes in the CoEA examination. In the AEB Communication Skills examination for last year seven pupil gained merits and eight passes.
100. Pupils make good progress overall at all key stages. Within the overall good progress, pupils make good progress in reading and in writing. The overall quality of the pupils' writing in Home Teaching is satisfactory. Progress in speaking and listening is very good across all key stages.
101. In speaking and listening, pupils at Key Stage 1 can listen to the teachers' questions and respond appropriately. They can follow basic instructions and explain what they are doing in their work. They can listen to a story and answer simple questions about the main characters and events. At Key Stage 2, pupils describe their plans for a piece of work to the teacher and talk about their feelings in response to a poem about colours. They listen carefully to more complex instructions and can then work independently in following these, for example, making a book with several chapters and a contents page. Where they are given opportunities to work collaboratively, they can talk about the work sensibly, agreeing on what should be included and how it should be expressed. For example, two pupils wrote a report about the results of some art work they had completed in a previous lesson, drafting and redrafting it on the computer together with regular

discussions about the content and format. During Key Stage 3 and 4 pupils continue to make progress as they use a wider vocabulary, use more complex linguistic structures and match the language content and style that they use to different settings and demands. They recognise the genre element in the spoken as well as the written word - the language of responding to questions, describing a character in a novel and instruction. Where they are able, they contribute well to small and large group discussions, listening carefully to the viewpoints of others. Pupils of all abilities speak confidently and listen courteously. They can justify the choices they make. Older and higher attaining pupils understand the need to compromise in order to come to an agreement and to negotiate, for example when discussing what they would take into an 'ecodome' to keep the group entertained for a number of years. Speaking and listening skills are very well developed across all areas of the curriculum in Parkway and this is a strength of the sector.

102. Pupils at Key Stage 1 can read early reading books and stories written for younger readers, such as *The Gingerbread Man*, and sequence the main events of the story, some with support. They read back to the teacher sentences and lists that they have written themselves. Pupils make progress as they increase their sight vocabulary; develop word attack skills, including the use of their phonological knowledge, and use prediction and content clues to read unfamiliar words. They understand the role of nouns and identify them on cards before attaching them to the correct picture. Pupils at Key Stage 2 read more complex texts as well as their reading books. Some can use reference books to read for information, for example when making a book about football. They understand the difference between stories and poems. They know that the author of a poem is called a poet and that some poems rhyme. Most identify pairs of rhyming words from the poem being studied, and older pupils suggest further examples. During Key Stage 2 the pupils' more comprehensive word attack skills enables them to read with more fluency and confidence and they add new words to vocabulary at an increasing rate. Their recognition and use of capitals and full stops in conjunction with their understanding of the role of speech marks results in their reading aloud having a "character" which supports their understanding of the text. Pupils at Key Stages 3 and 4 continue to work on their independent reading skills at appropriate levels, with some less-able readers receiving additional support. Higher achieving pupils read a range of literature connected with the accredited courses they undertake, continuing with those started in their usual schools wherever possible. Pupils at Key Stage 3 respond well to poetry. For example, they know that haiku is a Japanese form of poem and that it must have a specific number and pattern of syllables. Key Stage 4 pupils read materials connected with their study of the media.
103. In the Home Teaching, Parkway and RCATC sectors, teachers have insufficient knowledge of how to develop the reading and writing skills of pupils with specific learning difficulties. The progress of this group of pupils is slower than the progress made by all other pupils, particularly at Key Stages 3 and 4.
104. Pupils at Key Stage 1 write a shopping list based on a book they have shared in their literacy session. They rewrite and sequence a recipe for gingerbread after baking it in food technology. Pupils at Key Stage 2 write in sentences, using basic punctuation appropriately, including full stops, capital letters, and question and exclamation marks. Some join two shorter sentences to make a longer one, using conjunctions such as 'and', 'but', 'because' and 'then'. Younger pupils in this key stage make a book of information about their personal concerns and interests, for example their families and hobbies. They write different sections and divide these into chapters. Older pupils write a letter to a friend or relative, setting it out in standard format and choosing appropriately informal greetings and closings, and using a dictionary to check spellings where necessary. Pupils at Key Stage 3 write their own haiku, paying attention to vocabulary used so that more interesting 'word pictures' are created. Pupils at Key Stage 4 are developing study skills, for example taking notes during a video clip of a chat show to help them to structure their answers to questions at the end of it. Pupils can write detailed and informative reports on school outings to the Cheddar Gorge and Weston Super Mare for school publications. All pupils in Key stages 3 and 4 use draft books for writing before producing the finished work, either hand written or word processed. Participation in drama is enthusiastic and includes understanding of the use of sound

effects, and music. When studying Romeo and Juliet, they compare two film interpretations of the character of Juliet with their own understanding from the text. In Northfield, the lowest attaining pupils have difficulty in organising their writing. They make spelling and punctuation errors; their sentences are simple in construction and their use of vocabulary is less precise. Good links between English and information and communication technology improves pupils' standards of reading and writing. Pupils make good use of the computers available for writing. This particularly helps some pupils who do not feel comfortable about the look of their own handwriting.

105. Pupils' response to their work in English is good overall and contributes to their success in this subject. Pupils response to English is excellent in Parkway and very good in Woodlands and City hospitals and Northfield. In Key Stage 1, pupils concentrate well, limited in some cases by their medical conditions. In one-to-one and group teaching situations, pupils respond well, trying hard to complete the tasks they are set. At Key Stage 2, pupils' response is good, taking into account their range of illnesses. They are attentive and concentrate well, often volunteering suggestions and ideas. Behaviour is very good and pupils care for the resources, handling books and computer hardware with respect. They respond particularly well when given opportunities to work collaboratively, for example at the computer. At Key Stages 3 and 4, pupils' response to their work is very good. They take an active part in their lessons, again limited only by their medical conditions. In RCATC, and in other sectors, this is maintained by the good range of activities that form part of lessons. These keep pupils motivated and active. Pupils complete their course work with enthusiasm and are eager to do well. Years 7 and 8 pupils show concern for each other. They concentrate well and work hard to overcome their physical and mental difficulties. Year 10 and 11 pupils show a mature attitude to their work and strive to keep up with examination syllabuses.
106. Teaching is good overall and this results in pupils' good progress and attainment. There is some very good teaching of English within the school. Where teaching is satisfactory, the teacher provides good support for pupils as they read. Prompts are used well to enable pupils to learn how to look for contextual clues within the text. The teacher gains sound knowledge of pupils' levels of attainment through well focused questions. Teaching is very good where the teacher demonstrates very good subject knowledge, skills and expertise. High expectations for quality and output of work are effectively communicated in a relaxed and calm manner. Pupils' behaviour is very well managed. Planned learning objectives reflect a very good balance of knowledge, skills and concepts. Activities present suitable levels of challenge for each pupil, building systematically on pupils' prior learning. The structure of the lesson and the teacher's sensitivity to pupils' needs has a very positive impact on pupils' progress. While lessons continue at a pace that effectively maintains pupils' interest, excellent opportunities are provided for pupils to reflect on concepts. This helps to develop empathy in pupils.
107. Teachers at all key stages have developed and use very good initial assessment packs to enable them to judge very quickly the correct levels at which new pupils are working. This ensures that pupils have appropriate work while they are in hospital or a centre and that their education is disrupted as little as possible. All teachers place appropriate levels of emphasis on literacy skills across the curriculum, and these are reinforced by linked work in other subjects, including mathematics, science, geography, history, technology and religious education. The subject is extremely well resourced. Teachers make very good use of resources available to them, especially in the use of information and communications technology. Co-ordination of the subject is good at both primary and secondary levels, but co-ordinators do not yet have an effective role in monitoring the subject within the sector or across the whole school.
108. The school has made very good progress in implementing the National Literacy Strategy, within the constraints of being a hospital school. Working in a one-to-one situation with pupils on the wards and with the sometimes very small groups in the classroom situation limits, participation in the full literacy hour. However, the co-ordinator has audited the framework and has highlighted

for staff those areas that can be adapted for this particular sector. Training has been provided for those staff teaching primary age pupils, and there are plans to explore the possibility of extending the strategy to include pupils in Key Stages 3 and 4.

139. **Mathematics**

109. Overall attainment in mathematics is below the national average at the end of all key stages. This is not unexpected. In 1999 the school entered three pupils into the GCSE examinations and two pupils obtained passes at a B grade and one at a D grade. A further 25 pupils were entered into the CoEA Numeracy examination and of the pupils who passed, 15 obtained distinctions and 8 obtained merits.
110. Pupils make good progress overall at all key stages. Within the overall good progress, pupils make good progress in numeracy.
111. In Key Stage 1 less able pupils, with the aid of practical apparatus, recognise groups of objects up to five, and can add two numbers with totals not exceeding ten. They are beginning to recognise simple repeating patterns, but are not yet secure in this. More able pupils learn to count in 10s to 100, use place value correctly to sequence numbers to 1000, know basic number bonds, add correctly to 20 and are beginning to understand subtraction. At Key Stage 2 the overall standard is below the national average, but the attainment of the few pupils varies from well below to slightly above national expectations. Some pupils have a sound understanding of place value and use this to do written calculations involving the four rules of number. One Year 5 pupil correctly identified the properties of some common regular solids and reasoned effectively to predict which of a selection of nets would form an open cube. In one group, the numeracy strategy is used well to enable pupils to develop ways of making rapid mental calculations. Pupils in Years 5 and 6 gain a good grasp of measures and record length in centimetres. They recognise and name two and three-dimensional shapes and explain their properties. Understanding of place values is more secure and numbers are rounded up or down to the nearest 10 or 100. Pupils use their mental recall of subtraction skills, during paired activities, and noticeably increase their speed and accuracy of answers.
112. There is a wide variation in attainment at Key Stage 3. A more able pupil selected appropriate strategies to solve algebraic formulae, using a calculator and showing by his explanations that he has clear understanding. Some other pupils are at a much earlier stage in their mathematical understanding and use a range of practical apparatus to help them to count and to calculate areas. At the beginning of Key Stage 3, most pupils can use place value to multiply and divide whole numbers by 10 or 100. By the end of the key stage, they have learned to order and apply decimal tens when solving number equations. In shape, space and measures, they have learned to classify 3D shapes according to their properties, for example their symmetry. In one very good lesson concerning construction of triangles, a Year 7 pupil was taught how to recognise different triangles. He then used this knowledge to complete a series of tasks, so extending his understanding further. They have made good progress in using standard and non standard measures. Pupils know and can use the properties of quadrilaterals and have learned to classify them by their properties. In data handling at the beginning of Key Stage 3, pupils learn to extract and interpret data in lists. By the end of the key stage, they have made good progress, so that they can collect and record continuous data using a frequency table. The highest attaining pupils have learned to recognise patterns in number. They are good at using mathematical vocabulary to describe these patterns. The lowest attaining pupils make good progress in understanding the formulas that are required to calculate area.
113. At Key Stage 4 the wide variation in attainment is still apparent. Higher and lower attaining pupils extend their thinking about why different methods of survey need to closely match the information when they are collecting data. Lower attaining pupils are confident to ask questions and clarifying their understanding. The least able pupils consolidate their effective use of addition, subtraction,

multiplication and division, and place value to beyond 1000, and their use of a range of measurements. Through a practical approach they make good progress in an understanding of geometric shape and symmetry. Higher attaining pupils work towards a "B" at GCSE. They use algebraic and graphical methods, drawing up tables of numbers and creating a graph and plotting the numbers, to solve simultaneous linear equations with two variables. The questions that they ask at stages during the work shows that they are gaining a very good understanding of what they are doing. Lower attaining pupils also work towards GCSE and know how to draw angles using a protractor, name the angles and understand what is meant by the vocabulary of acute, obtuse and right angles. Progress of pupils with special educational needs is also good.

114. The small number of Post-16 students in the school have the opportunity to re-enter for GCSE examination in order to improve their grades.
115. Pupils' response is generally good in all key stages. In almost all groups pupils develop a good rapport with their teachers. Although some pupils are easily distracted from their work, skilful intervention by their teachers, keeps them on task and helps them to persevere. This generally good response to the subject ensures that pupils make good progress in lessons and over time.
116. Teaching is good overall at all key stages. In Key Stages 1 and 2 lessons are well planned. They have a clear focus. Teachers identify what is to be taught and learning targets are established. Lesson plans consistently reflect the requirements of the scheme of work; they build on previous learning. The methods and organisation employed in classes and on the wards are good. Teachers match tasks and activities to the abilities and needs of the pupils with the result that all have the opportunity to participate, respond and succeed. Teachers are secure in their knowledge and understanding of the subject. They use a suitable range of presentation strategies; use questions and prompts effectively and provide challenge levels which realistically matches group and individual needs. At Key Stages 3 and 4 teaching is good. Teaching is very good in Parkway in Key Stage 4. Teachers have very good subject knowledge and they share their enthusiasm for the subject with the pupils. Lessons are well planned and learning objectives are made clear to the pupils. Pupils are very well managed. A good pace is provided in lessons, also allowing sufficient time for all pupils to understand. In some sectors an overhead projector is used very well to project onto shapes drawn onto a whiteboard to explain rotational symmetry. Work is presented in such a way that pupils want to understand and there is a very good use of questioning to help pupils to discover answers for themselves.
117. The curriculum is good. It follows the school's scheme of work and provides clear planning that matches with the GCSE Syllabus, and gives a useful list of books with page numbers for each topic to be covered. Assessment is good and provides a clear direction for what should be taught next. Good opportunities are given for pupils' spiritual development, for example by the encouragement to reflect on what they have learnt within each lesson and to compare their achievements with expectations of examiners.
118. The good management of the subject makes it clear what sectors should teach. There is a commitment to high achievement within the school and the learning ethos is very good. All teachers are well qualified in mathematics and well experienced in teaching the subject to pupils with differing learning needs. The numeracy strategy is being well implemented. The learning resources are very good, including a wide range of books for pupils working towards examinations. Books, work cards and equipment are very well catalogued and stored, allowing ready access to every teacher.
149. **Science**
119. Attainment in science at the end of all key stages, for the majority of pupils, is below the range of national averages. The school enters pupils into both single and double award GCSE science examinations depending upon which examination they are studying in their mainstream schools. Of

the 32 pupils entered by the school for the double award science examination, 25% gained passes at A*- C and 97.5% gained passes within A* - G grades. A further 21 pupils were entered into the single awards science examination and 28.6% achieved passes at A* - C grades and 45.6% achieved passes at A* - G grades. Additionally, 23 pupils gained passes in the CoEA examination in science and six gained passes, four with merit, in the AEB science examinations. These results are an improvement on the 1998 science examination results but it is not yet possible to establish a trend of improvements over time.

120. Overall progress in science is good in most key stages and in most sectors. It is satisfactory in Parkway at Key Stages 3 and 4. In this sector pupils' response to science lessons is not always satisfactory and so progress over time is reduced.
121. At Key Stages 1 and 2 progress is good. By the end of Key Stage 1, pupils understand that light cannot pass through solid objects and this results in shadows being cast. They develop their curiosity as they make simple predictions through investigative work using mirrors, making kaleidoscopes and experiencing a dark room. They understand that light comes from a variety of sources, that darkness is the absence of light and that light can be reflected. Pupils make predictions and record their findings on a simple chart. They become familiar and use the vocabulary associated with light. They experience the wonder of total darkness as part of an investigation. They know that all living things share certain characteristics such as the ability to grow and reproduce. By the end of Key Stage 2, they make comparisons between people, noting that there is a variation in height and they record these variations in simple charts. Simple equipment such as thermometers is carefully used and nearly all children can name the main parts of plants on diagrams. Pupils know that sieving can separate solid particles of different sizes. They know that some solids dissolve in water to form solutions. Many understand that insoluble solids can be separated from liquids by filtering. During practical experiments they discover that solids that have dissolved can be recovered by evaporating the liquid from the solution.
122. Within Key Stage 3, pupils make good progress. By the end of Key Stage 3 the most able pupils are recording experiments systematically, using worksheets to reinforce good scientific procedure. They understand that to conduct a valid and fair test they need to change only one variable in an experiment. They have learned to gain information and develop their understanding of science through framing hypothesising, testing, recording, analysing and reporting their results. They have learned the difference between deductive logic and the empirical logic that they use to test their hypotheses. Most pupils in Key Stage 3 handle apparatus confidently and pupils confidently read gradations on thermometers and on glass flasks. When illustrating experiments, they draw diagrams, which they distinguish from drawings. When conducting experiments, such as one to separate salt from sand, they use a good range of scientific vocabulary. Most pupils accurately name body parts and can explain their functions. They have learned of the impact humans' make on the stability of the environment. They know of the need to re-cycle, whenever possible and of the dangers of pollution. They understand food chains. When they explain what they have learned, they can use scientific language appropriately. The highest attaining pupils, by the end of the key stage, achieve at Level 7 of the National Curriculum. They are much more confident of what they have learned and, during their explanations, are good at using their wide vocabulary of scientific terms.
123. At Key Stage 4, pupils test unknown solutions, using red and blue litmus paper and universal indicator to see whether the liquid is a weak or strong acid or alkali. Less able pupils do not appear to be clear about what the implications of their experiment are and cannot articulate them. By the end of the key stage they make satisfactory progress. For example, they plan a safe and fair test to find out about temperature control in animals. Each pupil designs and carries out their own experiment drawing their own conclusions. They make predictions and can explain whether these were correct and why. By the end of Key Stage 4 most pupils are making predictions which they then check by experimentation. When the predictions are wrong they are able to explain why. Their scientific vocabulary is much more extended, for instance, they use the word

'denatured' correctly, identifying that it does not have the same meaning as 'killed'. They make good use of computers to represent their results graphically, interpret data and when explaining their conclusions, demonstrate a clear understanding of the principles involved.

124. The progress of pupils at Key Stages 3 and 4 who have specific learning difficulties is reduced by their inability to read or record their findings accurately.
125. Pupils' response to science is good. Pupils show a natural curiosity and enjoyment but while older pupils are less enthusiastic they are more thoughtful. Behaviour invariably is good. In lessons, they listen carefully and sustain their interest over long periods. Most are able to interpret and explain their observations clearly and recall factors involved in their work or in the investigations they have carried out. Pupils work carefully and record their findings neatly. Most work independently within a group but this reduces opportunities for collaborative learning. They work safely, with an awareness of safety for themselves and others.
126. The quality of teaching is generally good. It is mainly very good in Key Stage 4. In Parkway teaching in science is satisfactory overall with some unsatisfactory teaching in Key stage 3. Where lessons are very good the delivery is positive and clear and means that pupils understand what they are doing. Time scales and marks for different parts of the examination are made clear to the pupils. Simple and scientific vocabulary is used interchangeably, which helps pupils to become familiar with the appropriate terms. There is very good questioning so pupils understand what is happening at different stages of their experiments. Where teaching is good teachers have good subject knowledge and provide good resources, including within the hospital environment, for lessons. They use a wide range of teaching methods, give clear explanations and instructions and use questioning well to take pupils forward in their scientific thinking. They give regular encouragement and evaluation. Where teaching is unsatisfactory the delivery lacks enthusiasm and the management of pupils' behaviour is poor. There is little use of questions to extend the pupils' understanding and answers are often given rather than the pupils contributing their own ideas.
127. The science curriculum is carefully planned and well balanced across all key stages. It fully complies with National Curriculum requirements. Appropriate use is made of the good scheme of work which is regularly reviewed. Assessment is good and pupils' progress is well monitored. The good curriculum plans and records refer to cross-curricular subjects, the risk assessment of activities and the planned use of support learning assistants. Science makes a good contribution to speaking and listening skills, to pupils' spiritual, moral, social and cultural development and, to a lesser extent, to literacy and numeracy. Appropriate attention is given to health and safety matters. Pupils have access to a range of very good resources which have been selected to support learning. In some sectors the accommodation for science is too small.

158. OTHER SUBJECTS OR COURSES

158. Art

128. Some pupils attain within the range of national expectations at the end of Key Stages 1, 2, 3 and 4. However, a significant number of pupils attain below national expectations, particularly where illness prevents consistent attendance at school.
129. Progress in art is good at all key stages. Art is a strength at RCATC in Key Stages 3 and 4.
130. At Key Stage 1 pupils pay careful attention to detail and are aware of line and form. They learn to use a range of media, including paint, collage and clay, and make effective use of information technology in their art work. By the end of Key Stage 2, pupils' drawing skills include the use of shading and they are learning about perspective. The regular use of sketch books enhances pupils' drawing skills by enabling them to reflect on their own progress. Pupils are aware of the main stylistic features of a number of artists and can draw recognisable Lowry-style figures. Pupils experiment with colour mixing to produce different shades of green and to use them to create a painting. They show good control of the materials and are keen to discuss their work.
131. In Key Stage 3 pupils can sketch still life drawings with very good accuracy and confidence. There is very good hand eye co-ordination and drawings of faces show particular attention to shape, structure and form. They have a good understanding of shadows and how they create form and mood. Pupils make good progress in the use of an appropriate range of medium such as clay, papier-mache and printing, using a range of colours and patterns. The work of William Morris is studied and pupils made very good progress in creating their own wallpaper designs using a suitable variety of printing techniques. They also study the stage set of David Hockey and visited a performance of Danny 306 at the Birmingham theatre to learn about sets and how they enhance live performances.
132. By the end of Key Stage 3 pupils have developed a knowledge and appreciation of the work of artists from different cultures, periods and styles. They are developing an appropriate specialist vocabulary to support their learning, such as their description of the work of Seurat as 'pointillism'.
133. In Key Stage 4 pupils make good and sometimes very good progress in working with a wide range of materials. Pupils make models from clay. They can design and make three-dimensional structures with wire, use willow to create sculptures in an north Indian project and use paints and pastels effectively. Pupils have learned to experiment with digital photography, taking pictures of party poppers, different people's moods and then using information technology to create images. Good progress is made in the appreciation of art and artists because of the very good subject knowledge of the teacher who inspires pupils to search constantly for new ideas and ways of presenting their work. Very good use is made of the computer in the design of a compact disc and case, pupils record all the stages and the finished product is of a professional standard. Pupils appraise each other's and their own work very well. Often work produced is a symbol of how they feel at the time and gradually through the range of work completed, the improvement in pupils emotional well being can be seen.
134. By the end of Key Stage 4, most students develop projects imaginatively and skilfully. They understand many styles and techniques and work effectively with a wide range of materials. This was clearly seen in a vibrant display of work on natural forms incorporating fabrics, pastels, acrylics and collage. Good use is made in many sectors of information technology and in Diana Princess of Wales Children's hospital and RCATC pupils used high quality software to modify, enhance and create images.

135. All pupils, without exception, respond very well to art. Many are absorbed in their work. They stop to check ideas with staff or with each other. Most pupils feel that art is a real and positive therapy which gives them space and freedom to express their ideas, feelings and emotions without undue pressure. Pupils are keen to take responsibility for their own work and are very keen to succeed. There are opportunities for the accreditation of pupils' work which is often to a very high standard. There is a good purposeful working ethos in lessons which supports and develops the pupils emotional state.
136. Pupils' response to their art lessons is good overall. They listen carefully to the teachers' instructions and persevere when using unfamiliar techniques. There was a particularly good response in Key Stages 3 and 4 where pupils work co-operatively, readily share materials and show respect for the work of their peers. Where this occurs, there are very good relationships and a calm environment. Pupils feel relaxed and secure and readily discuss their personal responses to the work being done.
137. The quality of teaching is good overall with some which is very good and excellent. Where very good or excellent teaching occurs, teachers are very knowledgeable in the subject and have considerable experience of teaching the subject to pupils with special educational needs. The teachers' expectations are very high. This helps ensure that pupils work hard and make very good progress by consistently producing their best work. Where teaching is good or better resources are well used. Over time, teachers have collected a good quantity of very useful materials and equipment. This helps to extend the range of experiences that pupils gain in the subject. Pupils are active throughout lessons in art. Lesson time is well used.
138. The art curriculum is well planned to link with topic work in Key Stages 1 and 2 and to meet the requirements of external examinations at the end of Key Stage 4. The subject is very well led. Resources are at least satisfactory in range and in quality. The art display is outstanding in RCATC and good throughout all sectors, even where there is limited wall space, for example in Good Hope Hospital.
169. **Design and technology**
139. In some sectors, for example Parkway, there has been a significant improvement in the provision for food technology since the school came into being with the upgrading of the food technology room. A very good whole school policy and scheme of work is in place for food technology but this is not the case for other areas of the design and technology curriculum.
140. In food technology and textiles a number of pupils are working to national expectations. In 1999 six pupils were successful in gaining passes at GCSE in home economics - food and four in textiles. Additionally, two pupils gain passes in the CoEA food technology examinations.
141. Progress in design and technology is satisfactory over the whole school but unsatisfactory at RCATC where facilities are unsatisfactory. Progress in food technology in Parkway in Key Stages 3 and 4 is always satisfactory and occasionally excellent but unsatisfactory in resistant materials where few pupils reached national expectations in work with wood, plastics and metals.
142. In most sectors in Key Stage 1 pupils make satisfactory progress in acquiring design and technology skills. When making gingerbread men they weigh and measure the ingredients in grams. More able pupils can read the recipe fluently and follow instructions. Some are able to work independently and discuss what they are doing. Less able pupils require considerable help to succeed in mixing, rolling, cutting and shaping the pastry appropriately. Progress in design technology is satisfactory overall in Yardley Green. It is not taught as a discrete subject at Key Stages 1, 2 and 3, but elements of it are incorporated into other lessons. For instance, in Key Stage 2 science, pupils learn about how sounds are made then try to make their own instruments from a small range of resources and use simple cutting and sticking techniques to create simple

musical instruments which they finish off by colouring them.

143. In other sectors at Key Stage 2 pupils make at least satisfactory progress through a range of food and textile activities like disassembling and assembling a glove puppet, making chocolate chip cookies, designing and making a caterpillar and dressing a puppet with a variety of materials. Two pupils for whom English is a second language, are taught well. They learn the names of body parts, whilst learning to manipulate a glove puppet. Throughout there is a strong emphasis on generating ideas through shaping, assembling and rearranging materials and components.
144. In Parkway pupils' progress in food technology, at Key Stages 3 and 4 is always satisfactory and occasionally excellent. In Key Stage 3, pupils in some sectors increasingly measure, weigh, mix and plan their work. They use a range of tools, selecting appropriate tools for the task. Pupils steadily improve their skills through projects on a wide range of topics and explore designing and making. They understand the importance of colour, texture and taste and gain in confidence over time. Some pupils make good progress in threading and operating an electric sewing machine. They can name the component parts using appropriate vocabulary and explain the functions they perform. They show good fine motor skills and memory in threading up the machine and good co-ordination and sensitive control in operating the foot pedal to produce a running stitch. At Key Stage 4, pupils work increasingly independently developing their own projects, learning to evaluate their progress in relation to their intentions and developing criteria for assessment. Progress is significantly enhanced by the practice of generally teaching pupils in small groups.
145. At Key Stages 3 and 4 few pupils in the school are confident in the workshop. Their understanding of, and choice of tool, for a particular task is poor. They have little idea of how to mark-out the material they are using, hold tools properly, clamp their work correctly, and which type of glue to use to fix a specific material. Overall, the progress of pupils in learning how to use wood, metals or plastics is poor. Pupils understand the design elements of a project and make satisfactory progress in this aspect, although many pupils are too eager to progress on to making things rather than completing a design. In Key Stage 4 pupils' design skills improve and some pupils are developing skills in graphic design. Too little work was seen to make a judgement on how pupils' workshop skills had progressed.
146. Pupils' response in food technology is at least good and in some sectors very good. Where response is very good they enjoy using tools, planning and cooking and are highly committed to their work, show enthusiasm and concentrate well. Pupils take care with their presentation, try hard to get a good result and show pride in their work. In the workshop, pupils' response is always at least satisfactory and even when they are having extreme difficulty in cutting a material properly they do not give up or lose interest. Despite their lack of workshop skills, they display good attitudes. They enjoy lessons, behave well, understand safety requirements but do not always consistently apply them.
147. Teaching at Key Stages 1 and 2 is good overall. At Key Stages 3 and 4, in food technology, teaching is always at least good and in some lessons it is excellent. Where teaching is good or better, subject knowledge and skills are very secure. Objectives are clear, skills required are carefully taught and well-matched support is provided to ensure that pupils make good individual progress. Good attention is paid to health, hygiene and safety requirements. Activities are planned to be relevant to real-life requirements and ensure pupils acquire transferable skills. Demonstrations and explanations are clear and effective.
148. Teaching in the workshop in Key Stages 3 and 4 throughout the school is unsatisfactory. Subject knowledge is insecure, particularly when working with pupils who have had little workshop experience. While objectives are clear and pupils are set challenging tasks, too little attention is paid to ensuring that pupils have the necessary skills to undertake the projects they design. Good workshop practices are not taught and some safety requirements not explained. Insufficient attention is given to the learning of skills so that pupils can use tools properly and select the

correct tools for the task. The school's staffing difficulties in this specialist area are a contributory factor.

179. Geography

149. The attainment of most pupils at the end of all key stages is below national expectations. Ten pupils were entered by the school in the GCSE geography examination and four gained passes at grade C and the remainder at Grades C to G. One pupil was entered for CoEA and gained a distinction.
150. Pupils make good progress at all key stages. By the end of Key Stage 1 pupils understand simple plans and maps of their classroom and school. Most use geographical language appropriately, for example 'hill', 'river', and 'town'. They know about the seasons of the year and the main features of each. By the end of Key Stage 2 they have extended their knowledge of the areas around their sector and the city. They know how goods, such as cocoa beans, are sent to England from South America, and are then used in manufacturing. They consider different reasons for journeys, including voyages of discovery such as Columbus' journey to America. They compare types of transport, measure temperature and display knowledge of direction in route finding. Their awareness of environmental issues grows as they learn about the damaging effects of pollution and begin to relate it to their own circumstances.
151. At Key Stage 3 pupils are confident in using information from atlases to write geographical descriptions. They have an understanding of humidity and rainfall levels and their effect on the landscape. They understand some of the reasons why certain parts of the world are subject to natural hazards such as volcanic eruptions. Pupils identify features of settlements from Ordnance Survey maps and photographs and make connections between housing and industrial locations. They understand some of the different viewpoints held about environmental issues and express opinions about these and by the end of the key stage they have developed a good understanding of concepts such as sustainability and interdependence, through a detailed study of Japan. They have learned to measure temperature, recognise the direction of the wind and the points of a compass. They can measure the amount of rain that falls over a given period of time. They have learned the symbols for the weather and can, using appropriate language, indicate the weather they like and what they do not like.
152. At Key Stage 4 pupils make good progress in understanding the concept of plate tectonics and applying it to natural disasters such as the earthquake in Taiwan. They make good comparisons with other disasters and the impact that this has on everyday life. Higher attaining pupils following a GCSE course make good progress in understanding the concept of gross national products and use data to create scatter-grams and graphs on a computer. Pupils can discuss avidly the factors which make up the gross national product, such as the percentage of people in employment and use these to list the characteristics of developing countries. Pupils have further increased their understanding of environmental issues by considering topics such as global warming, endangered species, resources and power. They consider changes in land use, and understand how economic and social factors have affected Birmingham over the past sixty years. Many employ investigative skills effectively.
153. The quality of pupils' learning and response is good. Lower attaining pupils at Key Stage 3 find concentration difficult and try to divert the conversations but this is well handled by staff and the pupil is kept on task. Pupils are well motivated. Those following the GCSE course work well independently and engage in inquiries and use reference material with little guidance. They are eager to use work from their school to improve their grades and ensure that they have completed the work on their return to school. All pupils converse well with staff and engage in lively debate about the recent earthquakes.
154. The quality of teaching is good. Where teaching is good teachers and support staff plan well

together. Pupils are managed very effectively which contributes to their good progress particularly in Key Stage 4. There are a good variety of activities planned for the lessons and lessons are conducted at a brisk pace. Explanations are very clear and questions are used skillfully to deepen pupils' thinking. Resources are used effectively to motivate and engaged pupils as the lesson progresses. Where teaching is satisfactory, lessons are soundly planned. The teacher demonstrates good subject knowledge. Activities are mostly well-matched to enable pupils to build systematically on prior learning.

155. Teachers have insufficient knowledge of how to deal with pupils who have specific learning difficulties. All staff are very patient and give pupils sufficient time to respond to questions. This is particularly effective for pupils who have severe emotional difficulties but for those who have other difficulties, including difficulties with reading and writing the range of techniques used is too limited. This reduces the progress made by these pupils.

186.

156. The subject is well coordinated and the curriculum provides suitable breadth and balance. Good quality schemes of work enable teachers to take from them aspects most suited to the pupils attending at any given time. They provide useful suggestions about how particular topics may be taught, activities suitable for pupils of differing levels of attainment and resources appropriate to the specific activities. Assessment is effective for informing teachers planning so that tasks are suited to individual needs. The subject is well resourced, but resources are yet fully audited for Key Stages 3 and 4.

187. **History**

157. Attainment in history is below national expectation. Few pupils were entered for the GCSE examinations last year but 11 pupils gain passes in the CoEA history examination.

158. Overall progress in history, is always good.

159. Pupils at Key Stage 1 look for similarities and differences between life at home today and in the past. They have an awareness of the past by using historical vocabulary, including past, present, before, after, old, new. They can discuss the advantages of current appliances when compared with those available some ninety years ago. The use of artefacts in the form of a flat iron and meat mincer, sustains their interest and consolidates their knowledge and understanding. Some groups are studying life in Tudor times. They complete worksheets on the monarchs who reigned between 1450 and 1603. They express their own ideas about differences between the Tudor period and today. Pupils recently undertook a visit to a local Tudor mansion. In response to questions pupils demonstrate an understanding of what has been taught. They show an appreciation of time and sequence. They study selected famous people as linked to celebrations - Guy Fawkes - and begin to understand chronology as they look at features of Victorian times and link them to the work that they have done on their own life - schools, dress and transport. They can demonstrate factual knowledge about topics they have studied, for example, the life of Florence Nightingale.

160. During Key Stage 2 pupils continue to make progress as they extend their work on Victorian times; acquire a firmer understanding of long ago through their work on the Celts, Romans and Anglo-Saxons and develop a more structured approach to comparing and contrasting - homes, dress, food and transport. They are more aware of the role of primary and secondary evidence and have an early, but sound, understanding of historical bias. Their knowledge and understanding of history is enhanced by their looking at the history of selected other countries such as Greece and Egypt and a global dimension is introduced through their work on the Mayas and Aztecs. Good use is made of artefacts, a short video of a Victorian schoolroom and photographs. Interest is shown in the alphabet and pupils are able to successfully copy this Victorian style on a small slate. When comparing electrical appliances used in the home then and now, a pupil based on a ward used a computer to find information about Thomas Edison. By the end of Key Stage 2,

pupils understand that the past can be divided into periods of time such as the Romans and the Victorians. They recognise differences between Tudor life styles and those of today in terms of homes, transport, clothing, food and communication systems. During role-play, they describe and select articles of sixteenth century clothing and this helps to reinforce their knowledge of the wide differences between people of different ranks at that time.

161. During Key Stages 2 and 3 pupils make good progress in their understanding of life in Victorian times. An awareness of the past is promoted by looking at the differences and similarities of schooling, in the past and at present. A Key Stage 3 lesson was on the effects of steam power on Britain and industrial working conditions in the 18th century. This linked with the pupil's scheme of work at the mainstream school. Using good textbooks and worksheets, the pupil uses a computer to record his efforts. In another lesson an interesting assortment of artefacts are presented to a class-based group to consider their approximate identification, age and use. The pupils enthusiastically analyse the characteristics of the objects which include a baby's feeding bottle, an army uniform, a photograph album, a flat iron, a parish magazine, coins and a heavy hand-operated computer. Some give good reasons why the artefacts were necessary about fifty years ago but are no longer required today. A few pupils select and record their findings.
162. In RCATC, history is taught in Key Stage 3 as part of humanities. Standards of attainment are below national expectations but pupils make good progress.
163. In other sectors Key Stage 3 pupils continue to develop a range of research skills through the use of reference books, maps, graphs and diagrams. They are beginning to recognise the difference between primary and secondary sources of information. They understand the importance of some significant events in British history such as the Roman and Norman invasions, and how these episodes still have effects today. An awareness of their own local history is promoted by studying Birmingham from 1250 onwards and pupils learn how a wide range of factors can bring about change over time. By the end of Key Stage 4 pupils have some insight into the causes and effects of World War 2 and are learning to question the validity of source material through examining Nazi propaganda of the 1930's. They gain an overview of the relationship between economic and political events in America in the first half of the twentieth century, and consider a number of moral dilemmas such as the position of American black people. Higher attaining pupils work within levels 4 and 5 of the National Curriculum. They conduct and carry out research by making good use of source materials to gather factual information.
164. Pupils' attitudes to learning history are good. In the lessons observed they maintain a good level of interest and concentration. They work well in pairs and for most of the time they are willing to offer their own opinions. Pupils listen intently to their teachers, show an enjoyment for the subject and are eager to succeed. They enjoy the challenges set and show very good levels of concentration during lengthy sessions. There are good relationships between pupils and teachers; pupils are at ease and are confident when questioning or in discussion. The high quality of discussion that takes place has a very good effect on the pupils' learning and the progress that they make.
165. The quality of teaching in history is good at Key Stages 1, 2 and 3. Lessons are carefully planned. Planning includes, clear learning objectives, suitable teaching activities and assessment opportunities which match the varied abilities of pupils. It also offers pupils, where appropriate, the opportunity to continue the syllabus followed in their mainstream school. Teachers and learning support assistants work effectively together and this teamwork promotes and maintains standards. Teachers have a secure knowledge of the subject which they present in a confident and interesting way.
166. The scheme of work is well-referenced to the National Curriculum programmes of study. It provides a good platform from which teachers may plan. Procedures for assessing pupils' level of attainment and the progress they make are satisfactory. There is a good range of suitable

resources available and the accommodation in which teaching takes place is good.

197. Information and Communication Technology

167. Attainment in information technology is generally at or just below national expectations as the result of the "Virtual Classroom" Project and its good use throughout all subject areas where it is available. Ten pupils gained passes in a short GCSE course last year, mainly in the lower grades. Other pupils in Key Stage 4 follow the syllabus for the CLAIT certificate.
168. Progress in information technology is at least good in all sectors and at all key stages. Progress is very good in Diana Princess of Wales Children's Hospital and Parkway as the result of very good teaching.
169. In Key Stages 1 and 2, information technology is not taught as a separate subject. It is used in lessons across the curriculum to support most subjects. Pupils can use the mouse to select, and drag and drop. They use the keyboard with increasing confidence. Games, give pupils the opportunity practise control, predict outcomes, and develop a sense of cause and effect. Pupils on wards also use electronic boards for mathematics games and matching exercises.
170. Throughout the school, in Key Stages 3 and 4, where information technology is taught as a discrete subject, pupils make very good, and occasionally excellent progress. In the lessons in information technology at Northfield, pupils make satisfactory progress overall, mainly because the network was not connected during the inspection.
171. At Key Stage 3 pupils in Diana Princess of Wales Children's Hospital can find information on a particular subject at a specific time in history using the specially designed desktop for the school which accesses the server. Higher attaining pupils can exit from this special desktop and work directly from the Windows 95 desktop. In this hospital video conferencing was observed in use with a Key Stage 3 pupil who was reluctant to move from the ward, to the classroom. This gave him the opportunity to meet staff and pupils, communicate with them over the link, and experience the classroom situation in a non-threatening way. During the exercise, the pupil was able to deal with a split screen, alter the size and shape of both parts, and type questions and answers on the Notepad screen. He gave instructions, to a pupil on the other end of the link, on how to alter his screen, how to access something through the file menu and how to adjust the image by moving the camera. He listened to the voices of those in the classroom and replied using Notepad, because of difficulty in speaking, due to a tracheotomy.
172. At Key Stages 3 and 4 in other sectors the highest attaining pupils use information technology for word-processing. They can use the spell check, chose different font types and size. They can open and save files. They have learned sufficiently well to produce documents without the support of the teacher. In Key Stage 4 most pupils work towards accreditation. Pupils use the mouse and keyboard efficiently, access drop down menus and use dialogue boxes and they can explain what they are doing. The more able assist those who need support. They can alter style and size of fonts. Several pupils have acquired good word processing skills. Other pupils follow with the teacher how to change the font, underline, size, using "Wordart" and move text within word-processing, when the teacher's computer monitor is projected on to a whiteboard. They apply the use of functions they have learned previously to their present work, seeking help as they need it. Some use spread sheets efficiently and others a database. For example they create a database structure. They are able to search, sort, amend and print records. They enter information currently held on file on to the database structure. They understand what is meant by the term "Key Field" and they can identify errors made in entering data and use the new information to update their database. Computers are used in lessons across the curriculum for presentation of work and for research. Pupils use a drawing package to produce posters or cards. In some sectors they use the digital camera and incorporate photographs into their work. Some use clip art to enhance presentation and others use sophisticated art and design programs to develop ideas.

173. Pupils' response to information technology is good across all key stages. They enjoy the subject and are eager to succeed. They respond positively to the challenges set, show good levels of concentration and most work without constant supervision for increasing periods of time. Pupils take good care of the equipment they use and show respect for the views of others when working collaboratively. Pupils in Key Stages 3 and 4 show initiative when working at more complex desktop publishing tasks. They quickly settle down to work and persevere with difficult tasks. They relate well to others and they treat each other with courtesy. Lower attaining pupils respond particularly well when helped by teachers or support staff. Higher attainers are enthusiastic when working at and succeeding at new complex tasks.
174. Teaching of information technology is very good at all key stages in Diana Princess of Wales Children's Hospital and Parkway and good in all other sectors. When information technology is used in lessons across the curriculum, most staff in the school show good subject knowledge, good planning and appropriate use. However, there were missed opportunities for use of computers. While many of the staff are very skilled, there is a need for more in-service training for others. Overall, teachers make very good use of resources and this has a significant effect on the breadth and balance of the curriculum and on the opportunities for learning available to pupils. Specialist teachers of this subject do excellent work, providing pupils with skills which will help their re-integration into their home schools.
175. The provision of hardware and software is excellent in Diana Princess of Wales Children's Hospital and should, over time, as these facilities are extended, greatly enhance the teaching throughout the school, making the school a national centre of excellence in this area. The use of video conferencing has the potential to revolutionise the quality of education of pupils, confined to the wards. It has special significance for those pupils in isolation, because of the treatment they need, providing the opportunity for an extension of classroom teaching and pupil interaction.
176. Co-ordination of the subject is very good. The subject co-ordinator and the head of the "Virtual Classroom" project have been involved throughout the installation. There is good co-operation between staff, sharing knowledge and expertise. Co-operation between education and medical staff on the wards is impressive and is of great benefit to the pupils. In Home Teaching the subject is increasingly well co-ordinated, resourced and promoted. Laptop computers are provided where necessary and software compatible with pupils' home computers has been thoughtfully assembled. Some pupils are provided with fax facilities to maintain contact with mainstream schools to extend their learning experiences. There are excellent plans to extend the "Virtual Classroom" development to pupils receiving Home Teaching.

207. **Modern Foreign Language**

177. Overall attainment in a modern foreign language is below national expectations. Nine pupils gained passes at the lower grade in GCSE last year and seven gained passes in the CoEA examination.
178. In Home Teaching pupils in Key Stages 3 and 4 have the opportunity to continue their studies of modern foreign languages through the provision of specialist teaching by sessional teachers employed for individual pupils. The main language provided, for during the inspection, was French. Pupils attain satisfactory to good standards and make good progress.

210. Pupils make at least satisfactory progress in modern foreign languages at both key stages and the majority make good progress.
- 210.
211. At Key Stage 3, pupils are able to recognise some simple phrases in French, used to describe the weather. They repeat phrases spoken in French by the teacher with reasonable accuracy. They know that “ne” and “pas” are placed either side of a verb to indicate negative meaning. By the end of Key Stage 3, in response to questions put to them in French about themselves, most pupils are able to provide simple answers in French. They repeat the teacher’s pronunciation, paying good attention to accent. Pupils are beginning to notice similarities between French and English words.
- 211.
179. In RCATC, Key Stage 3 pupils make good progress in German. They have a good understanding of the names of pets, brothers, sisters and close family members. Pronunciation is good and pupils make progress in repeating and correcting their own oral work. Good progress is made in understanding the difference between masculine and feminine words. Pupils are gaining confidence in speaking German; they can listen well and are keen to converse with the teacher. Progress in writing is less evident; pupils can write and spell simple words correctly.
180. In French in Key Stage 4, pupils in all sectors make at least satisfactory progress in understanding names for common places in a town such as market place, port, beach and shops. They can ask for and give simple directions using pictures as prompts. Pupils make steady progress in their pronunciation and gain confidence during the lesson particularly when using tapes. They are starting to appraise each other’s oral work and correct mistakes. Pupils can consolidate their knowledge of numbers throughout the lessons and can count up to twenty with ease. They listen well and can write simple phrases. Some pupils can, with help, fill out simple forms in French. They read, understand and respond appropriately in writing to sections on the form that requires them to write their Christian name, surname, date and place of birth and their age. By the end of Key Stage 4, higher attaining pupils are able to recognise simple requests made in French for typical items from a menu. All pupils know that France is reputed to have a fine cuisine.
181. Pupils generally behave well in French lessons. In Parkway, a few, mostly boys, are less well engaged. They spend too much time off task, become bored and behave inappropriately. They do however respond suitably to the strategies used by the teacher to re-engage them in the task.
182. The quality of teaching is generally good. Where the quality of teaching is good, the teachers’ knowledge is secure, across several languages. The schemes of work provide good support for teaching French and German, but do not yet include other languages. Good working relationships are quickly established and teachers use praise very effectively to raise pupils’ self-esteem. They ask searching questions, which help them to assess pupils’ understanding and encourages pupils to think hard. Teachers have high expectations and they often challenge pupils to improve.
183. In classes where the quality of teaching is satisfactory the planned activities are limited in variety and fail to engage all of the pupils throughout lessons. Insufficient opportunities are created for more tactile approaches to learning or role-play exercises where pupils can involve themselves more fully. Support staff are not adequately briefed before the lesson. This valuable resource is under-utilised.
184. The newly appointed co-ordinator has very good subject knowledge and is hard working and enthusiastic about the development of French throughout the school. There is a good scheme of work available but full use is not yet being made of this. The content of the medium-term plans is sound but insufficient attention is given to teaching styles and approaches when planning. The subject is adequately resourced and taught in suitable accommodation.

217. **Music**

185. Progress in music is generally satisfactory for most pupils. However in Home Teaching and Northfield music is not taught as a subject and pupils gain experiences of music through the programme of leisure activities.
186. In RCATC, the provision for musical experiences is limited. A part time music teacher gives some pupils individual piano lessons one day a week. Pupils practice on the piano in the hall and one pupil was observed on her own playing music at Grade 2 Royal College of Music level. Satisfactory progress was being made. The pupil worked well and clearly enjoyed the experience. Music therapy is undertaken on the ward in the clinic but there is no joint planning between the teaching and nursing staff as to the content or methods.
187. In Diana Princess of Wales Children's Hospital in the two lessons seen at Key Stages 1 and 2, pupils make good progress in both performing and composing and in listening to and appraising music.
188. In the sectors which taught music during the inspection weeks, pupils at Key Stages 1 and 2 have opportunities to take part in a range of activities drawn from the school's scheme of work, both in the classroom and when pupils are longer-stay patients on the wards. Where their own schools provide information on what they would usually be studying, this is taken into account. Key Stage 1 pupils can listen to a piece of recorded music and say what instrument they think it was played on. Many can guess what the composer meant to represent through the piece. Key Stage 2 pupils can describe the feelings that are evoked by a piece of music, showing sensitivity to the mood created and a good understanding of how rhythm and tempo contribute to its creation. When composing, younger pupils can clap out a 'pattern' using long and short sounds, which the teacher records in non-standard format. They can then play their composition on a range of untuned percussion instruments. Older pupils can compose a piece of music with good form and rhythm, and can perform this accurately from a score recorded by the teacher using a simple staff notation. Pupils in the classroom situation can sing a basic song together, enthusiastically and tunefully.
189. At Key Stage 3, pupils can list the elements of music, to include tempo, dynamics and pitch, describing what these terms mean. They link the visual expression of the music they hear with drawings. At Key Stage 4, they write simple compositions and play them onto a tape. They compose in the style of different countries, for example writing Chinese music and using the appropriate instruments to add authenticity.
190. From pupils' work it would appear that response to music is good. Work is made relevant to the pupils' interests and extends their experience of different styles of music and music from other cultures. Pupils enjoy performing in concerts such as the Christmas Road Show and singing hymns at the Harvest Festival and undertaking music and movement work-shops. Where they are able, they are very willing to take part and most pupils enjoy listening to music during their leisure time.
191. The teaching of music in Key Stages 1 and 2 is good. It is not possible to make judgements about the whole school teaching of music in Key Stages 3 and 4. Where music is taught in the school teachers establish good rapport with their pupils and are supportive and encouraging. They share their own musical interests with pupils, where appropriate. For example, one teacher brought in her flute and played this in the classroom. Teachers choose suitable pieces of recorded music for pupils to listen to, and encourage pupils to select instruments from a range provided. Good use is made of time. Lessons move with pace and cover a wide range of musical activities. Good use is made of support teachers and teaching assistants where available. Teachers place strong emphasis on literacy skills in music. They ensure that pupils have opportunities to express their feelings and responses, using appropriate musical vocabulary.
192. There is a satisfactory music policy which is realistic in its intention of encouraging participation in

appropriate music tasks but at present there is no music co-ordinator for the school. The resources budget is frequently spent on musical experiences for pupils, rather than on building up more instruments. Thus the curriculum is enhanced by visits to professional performances such as the 'Nutcracker' by the Royal Ballet and musicals such as 'Grease'. These also contribute significantly to pupils' cultural development as do celebrations of festivals such as Divali which have musical accompaniments with traditional instruments.

225. **Physical education**

193. Due to the medical conditions and special needs of the pupils, the majority of pupils who are in the wards do not take part in physical education. Those who do, are involved in swimming and skiing which take place during two afternoon sessions off site. Neither of these lessons was observed. However, scrutiny of evidence indicates that pupils are developing new skills and confidence and making at least satisfactory progress in the activities they follow. It is not possible to make judgements on the quality of teaching or pupil response.
194. In Diana Princess of Wales Children's Hospital, under the direction of a resident instructor, swimming takes place at the Martineau Education Centre where the pool water is maintained at a warm temperature. On average twelve pupils attend per session, the majority of whom are from the psychiatric ward and are long stay pupils. These lessons not only allow them to increase their swimming skills but also afford them the opportunity to take part in a community facilities. Occasionally, a psychiatric nurse accompanies the group to assist the boys, particularly in the changing rooms. Good opportunities for swimming are also provided in other sectors, for example Parkway, Northfield and Yardley Green Hospital.
195. Skiing is undertaken at a local centre. The group is made up of twelve pupils mainly, Key Stages 3 and 4 and a few from Key Stage 2 if appropriate. Different pupils attend each week and this results in less individual progression. An instructor works with the beginners and a member of staff with the intermediate skiers. Certificates of achievement are provided by the school. The emphasis of the lesson is building on pupils' confidence. Pupils with severe medical problems are given the opportunity to take part, especially on the toboggan. There is photographic evidence illustrating the enjoyment and thrill the pupils experience during the lesson and the progress they make.
196. Physical education is not taught as a subject in Northfield. In RCATC the provision for physical activity is satisfactory for this type of provision. Pupils perform at low to average levels in relation to national expectations. They make satisfactory progress in physical fitness and co-ordination skills as well as learning teamwork and social competence. Pupils gain an experience of physical education through the programme of leisure activities.
197. Most pupils in Key Stages 3 and 4 have the opportunity to attend weekly swimming sessions at a local centre. They are keen to achieve the newly introduced swimming awards. In indoor games sessions the whole school is suitably involved. Pupils develop good social and inter-personal skills as well as hand/eye co-ordination and teamwork. The range of games played is satisfactory and includes table tennis, hockey, basketball, quick cricket, rounders and short tennis. Provision for games is dependent on the availability of facilities at a nearby schools or leisure centres. Pupils value and gain particular benefit from both physically and socially opportunities to play team games.
198. Good opportunities are provided for pupils in some sectors to take part in residential activity holidays twice each year. Suitable outdoor and adventurous experiences are included in the activities and not only do pupils benefit physically, emotionally and socially but school and clinic staff benefit from working together and sharing skills and ideas. The availability of the clinic's mini-bus for use by the school is of significant benefit. It provides access to a range of suitable trips and educational visits.

231. **Religious Education**

199. Attainment is in line with national averages for a few pupils and they work towards GCSE. However the majority of pupils' attainment is just below national averages.
200. In RCATC, although there is no timetabled discrete religious education lessons, elements of the Agreed Syllabus are taught in personal, social and health education. When a pupil is studying religious education to examination level, this subject is taught discretely. In Northfield, lessons in religious education have very recently been added to the timetable.
201. Progress in religious education is good overall. By the end of Key Stage 1, pupils have learned about Christian and Jewish beliefs. Many lessons are based on celebrations, for example Christmas, Easter and The Passover. During the inspection, pupils were preparing for the Harvest Festival, and good links were made with the Jewish Festival, Sukkot. Key Stage 2 pupils link the story of the feeding of the five thousand with their preparation for the Harvest Festival. They know that the story comes from the Bible and that this is the holy book of Christians. They understand that other faiths have their own holy books. One pupil in the lesson knew the word disciple, and what a disciple was and others indicated previous knowledge of Christianity through their questions and answers. In Key Stages 1 and 2 pupils explore differences in the environment and look for what is good and beautiful in the world. In one lesson observed, pupils described feelings they experienced when in special places, for example on top of a mountain. Others imagined what they would see if transported to somewhere else, using a globe to make the choice. Pupils can explain how we damage our environment and what we can do to make it better.
202. Where taught, pupils in Key Stages 3 and 4 learn about Martin Luther King, as part of a course on people of influence and develop an understanding of relationships in the context of religion. They study a range of faiths and Hinduism was the subject of one lesson. They understand issues of discrimination, segregation, and injustice. By the end of the Key Stage 4 pupils show a knowledge of an appropriate variety of belief systems and a growing understanding of the effects of such beliefs on everyday life. They can take part in discussions on the difficulty of being a Christian in today's world. These include the influence of faith on family life, contraception, the sanctity of human life and abortion. They compare and contrast traditions and beliefs of many world faiths. Many of the topics in religious education relate to behaviour, justice, fairness, honesty, and to feelings such as anger, sadness, frustration. Pupils speak openly and with confidence giving reasons for their opinions. Progress over time is very clearly evident in the mature way pupils handle their difficult situations.
203. Pupils' attitudes are very good. They show interest and enthusiasm, express opinions and ask and answer questions well. The conduct of discussions is especially good. Pupils listen to each other with respect and interest.
204. Teaching is good overall and sometimes it is very good. Teachers have very good subject knowledge and succeed in inspiring pupils to want to learn more. Expectations are high and fully justified, particularly in Key Stages 3 and 4. Long, medium term and lesson plans are very good, providing opportunities for pupils to acquire a wide knowledge base always related to the pupils' own experience. Use of time and resources is good but there is a lack of access to centrally held artefacts to enhance teaching. Pupil management is good, especially in the leading of discussion.
205. The work is based on the Birmingham Agreed Syllabus. Information technology is used well and pupils use computer CDs for research, photocopy articles for use in fact files, and pupils watch relevant videos. Excellent displays around school both inform and indicate the breadth of the religious education topic covered. Religious education makes a significant contribution to the spiritual, moral, social, and cultural development of pupils and helps to prepare them well for the next stage of education or for life after school. The openness of discussion and the level of acceptance of differences helps pupils to learn to cope deal with problems they may face in their

own lives.

238. **PART C: INSPECTION DATA**

238. **SUMMARY OF INSPECTION EVIDENCE**

206. The school was inspected by 22 inspectors in seven teams each led by a Registered Inspector. Overall the school was inspected for a total of 97 days over a period of two weeks. 326 lessons or parts of lessons were observed. Pupils were observed during break times, registration, on entry and exit of each of the sectors. Past pupils were visited in a college of education and other past pupils spoken to within some sectors. All pupils were talked with whenever possible either individually or in groups and video conferencing was used on one occasion to talk to a pupil who was reluctant to come to the classroom. Scrutiny of all documents including 69 parent questionnaires took place before and during the inspection week. These documents included annual reviews, annual reports and individual education plans.

207. Discussions were held with the following people;

- .Headteacher and deputy headteachers of James Brindley School;
- .The administration manager;
- .Heads of education;
- .All curriculum co-ordinators and the librarian;
- .All teaching and support staff;
- .Educational social workers;
- .Clerical and office staff;
- .The caretakers;
- .Doctors, consultants, social workers, clinical psychologists, directors of nursing and nurses;
- .Other hospital staff;
- .Careers service officer;
- .All governors and wherever possible the link governor to each sector;
- .Headteachers and heads of pastoral care in pupils' mainstream schools;
- .All parents who attended the parents' meeting;
- .A number of homes were visited and further discussions with parents took place;
- .Parents who visited their children on the wards.

241. DATA AND INDICATORS

241. 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	434	12	85	140

241. Teachers and classes

241. Qualified teachers (YR – Y13)

Total number of qualified teachers (full-time equivalent):	66.3
Number of pupils per qualified teacher:	6.55

241. Education support staff (YR – Y13)

Total number of education support staff:	21
Total aggregate hours worked each week:	665

Average class size:	9.8
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Percentage of time teachers spend in contact with classes:	87
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Average teaching group size:	N/R	1
	KS1	3.3
	KS2	3.6
	KS3	6.7
	KS4	8.2
	Post-16	2

241. **Financial data**

Financial year:	1999/2000
	£
Total Income	3,624,222.00
Total Expenditure	3,325,538.00
Expenditure per pupil	6,529.00
Balance brought forward from previous year	298,684.00
Balance carried forward to next year	164,027.00

241. **PARENTAL SURVEY**

Number of questionnaires sent out: 360
 Number of questionnaires returned: 69

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	30	51	9	3	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	68	26	3	0	0
The school handles complaints from parents well	30	49	10	1	0
The school gives me a clear understanding of what is taught	48	41	3	3	1
The school keeps me well informed about my child(ren)'s progress	48	39	6	1	1
The school enables my child(ren) to achieve a good standard of work	52	41	3	0	0
The school encourages children to get involved in more than just their daily lessons	49	39	7	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36	48	12	0	0
The school's values and attitudes have a positive effect on my child(ren)	46	41	9	0	0
The school achieves high standards of good behaviour	45	42	7	1	0
My child(ren) like(s) school	52	35	4	3	0