

INSPECTION REPORT

WALWORTH SCHOOL

Newton Aycliffe

LEA area: Durham LEA

Unique reference number: 114341

Headteacher: A Dawson

Reporting inspector: R B Thompson
10781

Dates of inspection: 21 - 24 January 2002

Inspection number: 222388

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special school for pupils with emotional and behavioural difficulties
School category:	Community special
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Bluebell Way Newton Aycliffe County Durham
Postcode:	DL5 7LP
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Dormer
Date of previous inspection:	6 - 10 March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10781	Robert B Thompson	Registered inspector	Information communications technology Design & technology Physical education	What sort of school is it? How well the school is led and managed? What the school should do to improve further? Residential Provision.
11041	Marvyn Moore	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
27409	Sue Hunt	Team inspector	English Geography Special educational needs	How good are the curricular and other opportunities offered to pupils?
22695	Ray Cardinal	Team inspector	History Religious education	How high are standards? The school's results and pupils' achievements How well does the school care for its pupils?
21822	Helen Maskew	Team inspector	Mathematics Science Art Music Equal opportunities.	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Walworth school provides education for up to 60 pupils with emotional and behavioural difficulties, aged five to 11. There are currently on 57 pupils on roll. Three of these are girls. Several pupils have additional special needs; 26 pupils have been diagnosed as attention deficit hyperactivity disorder (ADHD), one pupil has Tourette syndrome, one Aspergers syndrome, one cerebral palsy, ten have been diagnosed as dyspraxic and 13 have speech and language problems. There is a residential facility for up to 18 boys for up to four nights per week, often pupils can board for individual nights and up to nine pupils stay for 'extended days' to allow them to benefit from the evening activities. Pupils come from all over county Durham, many travelling considerable distances. One pupil is from Darlington LEA and one from Cumbria LEA. Almost 70 per cent qualify for free school meals, which is very high in comparison with similar schools. There are no pupils from ethnic minorities. All pupils have statements of special educational need. On entry to school, all pupils have attainments that are below national expectations and most have low self esteem and lack confidence as a result of previous unhappy school experiences.

HOW GOOD THE SCHOOL IS

Walworth school is a good school. Standards of achievement are good in most National Curriculum subjects and personal, social and health education and religious education. Pupils make good progress and achieve well because of the high quality of teaching and support given to them by teachers and support staff. The school is well led and managed. Residential provision is excellent. The school provides good value for money.

What the school does well

- Pupils make good progress, enjoy school and their behaviour is good.
- Teamwork is highly effective; support staff and other professionals make a valuable contribution to the teaching and support of pupils.
- The headteacher and senior management team lead effectively. Governors are very supportive and share with all staff a strong commitment to success and improvement.
- The school offers a high quality curriculum, and equal access, to all pupils.
- The excellent residential provision, and wide range of extra curricular activities helps enrich the curriculum.
- The care and provision for pupils' health and safety and child protection are very good.
- Relationships between staff and pupils are very good, enhancing the learning atmosphere and creating trust.

What could be improved

- Provide pupils with opportunities to work with mainstream pupils or in mainstream school.
- The assessment of higher attaining pupils.
- Improve pupils' writing by the end of Year 6.
- Improve opportunities for the spiritual and multi-cultural development of pupils.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in March 2000, the quality of teaching and learning has improved and is now a strength of the school. Pupils' behaviour has improved and is now consistently good. The personal development and relationships of pupils is good. The quality of the curriculum offered is now good and relevant to the needs of the pupils. All National Curriculum subjects have effective planning. The National Numeracy and Literacy Strategies have been effectively implemented and are having a positive effect on pupils' achievement. Sex and drugs awareness provision is now suitable for primary pupils. Extra curricular opportunities are very good and the residential provision the school provides is now excellent. Procedures for monitoring, evaluation and assessment of pupils' progress, behaviour and personal development have been implemented well. A comprehensive baseline has been established. Child protection procedures and health and safety matters are very good. Parents views and perceptions of the school are very good.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	By Year 2	By Year 6	Key	
speaking and listening	B	B	very good	A
reading	B	B	good	B
writing	B	C	satisfactory	C
mathematics	B	B	unsatisfactory	D
personal, social and health education	B	B	poor	E
other personal targets set at annual reviews or in IEPs*	B	B		

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

Pupils across the school achieve well and make very good progress in science, good progress in mathematics and English, design and technology, history, physical education, religious education, personal, social and health education. Progress is good in information communication technology (ICT) lessons, but satisfactory over time as the new resources and scheme of work have not had enough time to impact. Progress and achievement in music, art and geography is satisfactory. Appropriate whole school targets have now been set by the school. Individual targets to be achieved by pupils are set, and the school is using a commercial package of assessment materials so that these can be established and monitored. This works well for the majority of pupils, but needs extending for the more able pupils.

PUPILS ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school.
Behaviour, in and out of classrooms	Most pupils demonstrate good behaviour in and out of classrooms, in the residential setting and in the community.
Personal development and relationships	Relationships between all staff and pupils are very good. Personal development is good.
Attendance	Attendance is satisfactory, authorised absences are mainly due to medical reasons. Unauthorised absences are low for a school of this type.

Pupils are enthusiastic when they arrive in the morning and they maintain their interest in activities throughout the day. Pupils' attitudes are reflected in good behaviour and their personal development. Pupils enjoy taking responsibility such as returning the registers or setting out equipment in the gym and putting away at the end of lessons. Pupils attend satisfactorily, and any authorised absences are usually for medical reasons. Relationships between staff and pupils are very good, pupils trust staff and relate well to them.

TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6
Quality of teaching	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory;

unsatisfactory; poor; very poor. Satisfactory means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is usually good, with a high proportion of very good and excellent teaching. Teaching of English is predominately good, occasionally very good and excellent. Teaching of mathematics is never less than satisfactory and often good and very good. Teaching of science is consistently good and personal, social and health education is very good. The teaching of literacy and numeracy are particularly successful. The high quality teaching enables pupils to achieve well and make good progress. Support staff are skilled and deployed effectively by teachers enabling them to contribute significantly to the school's success and enhance pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and relevant. Pupils are provided with a good range of learning opportunities. The extra curricular contribution of the residential provision enhances pupils' extended and outdoor education, and has a very positive effect on their progress and development. However, there is a lack of integration opportunities for pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Relationships within the school community are good. Provision for pupils' social and moral development is good. Cultural development is satisfactory but spiritual is underdeveloped.
How well the school cares for its pupils	The school ensures high quality care for all its pupils. Pupils are appropriately assessed on entry. Satisfactory assessment procedures have been established, but have not been in place long enough to accurately inform future planning.

The curriculum includes all subjects of the National Curriculum, personal, social and health education and religious education. The school strategies for teaching literacy and numeracy are good and individual teachers ensure that all pupils have opportunities to reinforce their skills across a variety of subjects. The provision for extra curricular opportunities is very good. Residential provision is excellent. Parents hold the school in high regard, but because of long travelling distances involved are not always able to be actively involved in school activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	Good overall. The headteacher and senior management team provide effective leadership and key staff make a valuable contribution to the management of the school. They demonstrate a good capacity to make improvements. There is a strong commitment to school improvement, and highly developed teamwork.
How well the appropriate authority fulfils its responsibilities	Good. The governing body is well informed, very supportive, and committed to improvement through their work. It is ready to implement appropriate procedures to increase its knowledge of the performance of the school.
The school's evaluation of its performance	Good. The school has been well supported by the LEA in monitoring and evaluating performance and is now developing its own procedures to monitor and evaluate teaching and standards in school.
The strategic use of resources	Good. The school uses of all its resources to improve the curriculum and facilities for pupils and staff. Very good use is made of support assistants to support teaching and learning. Accommodation is used well.

From a low base two years ago, the school is beginning to develop well. It is aware that monitoring and assessment procedures need to be developed further to meet the needs of the more able pupils, and that it needs to continue with its positive programme of staff training to improve staff skills in the teaching and management of very challenging pupils. Staffing is now sufficient and well experienced, The school is well resourced and benefits from excellent accommodation including the residential setting. The school understands and applies the principles of best value very effectively.

PARENTS AND CARERS VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school works closely with them, and is well led and managed. • The quality of information they receive and that they are comfortable approaching the school. • The school expects their children to work hard. • The school is helping their children to mature and become more responsible. • The extensive range of after school activities. 	<ul style="list-style-type: none"> • The 'right' amount of homework provided for pupils.

In the 16 questionnaires returned, 3 parents indicated disagreements with the question referring to the 'right' amount of homework, but did not say whether it was too much or too little. The team agrees that a whole school policy should be made clear to parents on homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Attainment and Progress

1. Pupils' achievements are good (including the very small proportion of five and six year olds in the school). This is an overall improvement since the last inspection and is a reflection of well-planned lessons, pupils' good attitudes and behaviour, and improvements in teaching, subject co-ordination and long term planning. Achievement is good in English, science, mathematics, design & technology, history, religious education, art, physical education and in personal, social and health education. Pupils in Year 6 achieved well in their standard attainment tests last year, comparing favourably with national averages. It is satisfactory in music, geography and information communications technology (ICT).
2. The majority of pupils achieve well and make good progress because teaching is very good and individual teachers ensure that pupils' literacy skills are reinforced in other subjects. In a Year 5 literacy lesson pupils read a story about a troll together, with an emphasis on expression to develop their reading skills. They discussed a variety of adjectives that could be used to describe the troll so that they acquired a wide range of vocabulary for writing activities. In another Year 5 lesson, the teacher's participation in role-play was very effective in developing pupils' understanding during a character study. They made significant progress in developing speaking and listening skills during a dialogue with the character portrayed by the teacher. The school has maintained satisfactory standards in pupils' writing since the last inspection. However, writing by the end of Year 2 has improved more than writing by the end of Year 6. Standards in reading and in speaking and listening have improved and are now good.
3. In mathematics, pupils' good achievement is shown by younger pupils' grasp of number and shape and older pupils showing good knowledge and understanding of tables. The very good achievement of pupils in science is shown by National Curriculum test results, with six from thirteen completed scripts achieving the national average in 2001 in comparison with two from nine in the previous year. Pupils science skills are well illustrated by a Year 6 lesson where pupils understood the difference between "dissolve" and "melt" and predicted that jelly would dissolve when stirred.
4. In physical education, pupils' good achievement is particularly evident in swimming. In ICT pupils' learning is good in lessons as a result of good access to facilities. The relatively new facilities have yet to make their full impact on pupils' progress over time although overall there is a good improvement on the last inspection when achievement was unsatisfactory. In design technology, good achievement is well illustrated by older pupils designing and making a bus shelter. In art, satisfactory achievement is shown by pupils using a variety of materials and developing skills in ceramics, collage, model making and painting. Skills in art are enhanced by using their skills across the curriculum. Pupils develop their communication skills well through good display work, for example in history and geography. In history they develop a good understanding of chronology and of the features of past societies, although their enquiry skills are less well developed.
5. Achievement in personal, social and health education shows very good progress from the last inspection when it was unsatisfactory. In religious education, pupils achieve well in learning about Christianity and other religions, although their skills in reflection and response are less well developed. Achievement in music shows satisfactory progress from the last inspection when it was unsatisfactory. This achievement is illustrated by pupils showing a good appreciation of a variety of rhythms.
6. There is no discernible difference in the achievements of boys and the small number of girls in the school. Pupils with additional special needs make equally as good progress as their peers.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to the school are good. They enjoy coming to school and display enthusiasm

- for lessons and enjoyment in the many extra curricular opportunities and activities that the school promotes and offers. This is particularly evident in lunch time clubs and after school activities.
8. In lessons and about the school pupils' behaviour is generally good. Where lessons are planned and focused pupils remain on task, contribute to class discussions and behave well. In a Year 6 mathematics lesson seen during the inspection week pupils behaved well, discussed their perception of the differences between odd and even numbers and used material sensibly. In a Year 6 English lesson seen, pupils were able to follow the text together of an extract from Harry Potter, and were able to give sensible answers when questioned regarding their knowledge and understanding of key words such as "eerie" and "suspense". They developed their understanding and tolerance of others by listening to other pupils' views and turn taking, which improved their behaviour.
 9. Relationships in the school are of a high standard and are a strength of the school. Pupils know they are cared for and appreciate the concern that staff have for them and respond accordingly with positive behaviour.
 10. In the main, pupils are interested and involved in activities, which the school promotes. Pupils take the opportunity to join in the many activities available to them. They have a satisfactory understanding of the impact of their behaviour on others. They know and understand that bullying and racism is not tolerated by the school and are anxious to work hard to earn points and please staff. Property, such as computers, televisions and furniture are treated with respect by pupils and the school does not have any graffiti or vandalism.
 11. The school has not yet made provision to include its pupils in mainstream education and therefore they are not given the opportunity to observe the behaviour of mainstream pupils and interact with them. This is an area that the school has highlighted as a priority in the SDP for further development.
 12. Pupils are given some opportunities to develop initiative and responsibility. Mealtimes are pleasant, social occasions where pupils behave well, in the main, display good table manners and are well able to relate to each other. They undertake responsibilities, like watering flowers, taking registers and helping with refreshments. In the residential unit they do small tasks, such as water plants, set tables for snack and clear away after them. They keep their rooms tidy and help the care assistants when they can.
 13. The personal health and social education programme recently introduced is having a positive impact on pupils' behaviour. The fixed rate of exclusions at below one per cent is satisfactory.
 14. Attendance at the school at 91 per cent is satisfactory. Most absences are authorised and caused by medical conditions. The level of unauthorised absence is low. Occasionally some pupils arrive late at school in the mornings because of transport difficulties, and as a result a few lessons occasionally sometimes do not start on time. The rate of fixed term exclusions at below one per cent is satisfactory.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching is good. Teaching is very good in English. It is good in mathematics, science, information communication technology, art, religious education, physical education, design and technology and history. It is satisfactory in music and geography. Where standards of teaching are high, pupils are mostly enthusiastic about their work and their learning is good overall. They are usually attentive, follow instructions and are very keen to contribute in discussions. This has a positive impact on their learning. There has been a good improvement in both teaching and learning since the last inspection.
16. Excellent teaching was seen in English, religious education and art. These lessons are characterised by teachers' very good understanding of what pupils know, understand and can do, very good planning, high expectation and very good management of behaviour. In an art lesson with the youngest pupils the teacher provides stimulating work, finding natural object to make print patterns, which the pupils enjoy. They listen, concentrate and co-operate well. In an English lesson, the teacher has very good understanding of the needs of each pupil, such as their need for individual space to carry out their work, which enables them to make very good progress.

17. In lessons which are good and better, teachers have high expectations of what pupils know, understand and can do. A good example of this was seen in a science lesson on heating and cooling different materials. The teacher used skilful questioning which enabled pupils to give sophisticated answers for their age and ability. Teachers ensure that pupils have achieved the objectives of the lesson by good summing up and questioning at the end.
18. Key strengths of teaching are seen in the planning for lessons. For example, in a mathematics lesson, pupils aged five to seven were provided with a variety of familiar everyday objects and asked to describe their basic geometric shapes. The planning had taken into account the needs of all the pupils through work that was adjusted suitably to their level of attainment. In an excellent English lesson for nine year olds, higher attaining pupils could correctly explain the basic properties of compound words as 'two little words joined together'. Lower attaining pupils in a religious education lesson on Moses could write about the aspects of the river in the story, helped by the use of a writing frame.
19. A further strength is the teaching of basic skills. Teachers in all subjects provide many opportunities for pupils to improve their speaking and listening, handwriting, numeracy and computer skills. Lively question and answer sessions at the beginning of lessons enable pupils to show what they have remembered from previous lessons. For example, during an introduction to a science lesson older pupils explain clearly the differences between substances 'melting' and 'dissolving'. Since the refurbishment of the IT suite, and the fact there are PCs in all classrooms, teachers are making more use of IT to prepare work sheets, of different degrees of difficulty matched to pupils' needs, to help pupils enhance their basic skills.
20. Overall pupils are effectively challenged. In science, for example, they are encouraged to give predictions of outcomes of experiments based on their prior knowledge. In physical education they are encouraged to challenge themselves in overcoming obstacles, like learning to swim. In lessons which are good or better, teaching methods and levels of demand are generally arranged to suit all abilities. High attaining pupils are extended through more advanced work. In a numeracy lesson on money value they correctly identify coins and place them in an order of value. Lower attaining pupils are given extra help from staff and are successful in breaking down a sum of money into sets of coins.
21. Teachers in many lessons use simple but imaginative resources very effectively. This is particularly seen in mathematics and science lessons where teachers bring items from home to set up practical demonstrations for estimating and appreciating weight and to show what happens when a candle burns up all its oxygen. Where teaching is imaginative and stimulating, pupils enjoy the experiences. In two lessons seen they reported to the inspectors that the lesson had 'been fun'. Opportunities are taken to introduce other aspects of the curriculum into many lessons. In a numeracy lesson with younger pupils the teacher combines mathematics with art. Pupils identify different basic shapes, paint them and print them out. History, geography and music are interlinked through the topic of 'The Greeks'.
22. No significant weaknesses in teaching were seen, although there are a few aspects which could be improved. In some lessons there are insufficient opportunities for pupils to work independently. For example, in a practical science lesson the teacher demonstrated the experiment while the pupils watched. There was no provision for them to set up the experiment themselves, even with total supervision. In a small number of lessons the pace is pedestrian and resources unimaginative, with no indications of what the learning objectives and expected outcomes are. In a few lessons expectations are not high and pupils not sufficiently challenged to show what they know and understand. This results in them expressing boredom which sometimes leads to challenging behaviour.
23. The relationships between teachers, support staff and pupils is a strength of the school. Teachers and support staff are very effective at sensing and deflecting potential flashpoints which may cause challenging behaviour. Good use of skilful support staff means that, although lessons are occasionally interrupted by severe challenging behaviour, it is dealt with swiftly, efficiently and with the minimum disturbance to the lesson. Pupils are quickly returned to the classroom where the calmer atmosphere has a positive effect. Teachers constantly reinforce good behaviour with praise. A full assessment of behavioural targets is undertaken with each pupil at the end of most lessons although this is not consistent across the school.

24. There is sometimes an inconsistency in the use of assessment to aid teaching, at the end of lessons. Teachers tend to concentrate on the targets for the pupils' behaviour and the expectations for their academic progress are not clearly explained. Consequently pupils generally do not know what their progress is and what their targets should be. Marking is also not consistent across subjects. In work scrutinised, no clear indications are given to pupils as to an assessment of their progress in individual pieces of work, or how they can improve their performance. However, comments are made which give encouragement for effort.
25. Parents have some concerns about the amount of homework set, but it is not clear whether it is too much or too little, as the question they answered in the parents questionnaire is ambiguous. It would be beneficial to parents if the school made clear the whole school homework policy. Good use of homework is made in mathematics where a Mathematics Diary is used for regular practice of number work. In English, pupils routinely take reading books home.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

26. Since the last inspection the school has made good progress in developing a good, relevant curriculum. It is appropriately modified to meet all the needs of the pupils. The school has successfully addressed all issues from the last inspection in 2000. Information and communication technology (ICT) is now taught across the school, and is a strong subject within the school. There is an effective, new co-ordinator for Personal, Health and Social Education (PHSE) and it is now taught as a separate subject. Drugs misuse is dealt with effectively, and the module dealing with sex education is in the process of being updated.
27. The school's strategies for teaching literacy and numeracy are good and have been adapted adequately to meet the needs of pupils with emotional and behavioural difficulties (EBD). However, the use of the literacy framework for assessment and recording is still being developed.
28. In ICT there are good opportunities to increase a range of skills. This works well with a mix of ICT across the curriculum and discrete ICT lessons. At present there is no co-ordinator for history, geography and religious education, as the last co-ordinator left at the end of last term, two school weeks ago. However, this will be resolved by half term. During this half term geography is not being taught. However, there is a satisfactory range of learning opportunities for both history and religious education (RE), but there are insufficient opportunities to develop enquiry skills in history and to develop skills in reflection and response in RE. This will be addressed when the new co-ordinator for these subjects takes up her post. There is satisfactory range of learning opportunities for both art and music. In science learning opportunities, provision and resources are good. There are a good range of activities in physical education (PE) allowing pupils a wide range of learning opportunities enhanced by the 'extended day' opportunities and residential experiences. In design & technology (DT) there are satisfactory opportunities to develop their design and making skills.
29. A minor weakness in the timetable is the way in which history and geography are taught on a carousel, instead of in the same term, which would increase the amount of taught time for pupils in these subjects.
30. Learning opportunities for the small number of pupils with additional special needs such as dyspraxia, dyslexia, Tourett's syndrome, speech and language difficulties, Asperger's and cerebral palsy are good. This is because their access to the curriculum is well supported by specialist advice.
31. All pupils' statements of special educational needs are regularly reviewed and revised in accordance with the needs of the pupils. Although individual education plans (IEPs) are in place, the targets for English, mathematics and PHSE need to be more specific, measurable, attainable, relevant and time limited (SMART). The school provides very well for the needs described in pupils' statements particularly those who have individual care plans. Staff work hard to ensure that all pupils have equal opportunities to learn and succeed as far as they are able. Equal opportunities provided are good across the school.

32. The provision for extra curricular opportunities is very good and is a strength of the school. There are excellent residential opportunities for pupils which make a very significant contribution to pupils' learning particularly in their social and personal development. There is an extended day when pupils can stay until 8p.m and enjoy the facilities of the residential setting. Pupils have very well planned opportunities to experience a variety of activities during the lunch hour such as football, computer club, art club, ball skills and reading for enjoyment.
33. There are good links with the community. Good use is made of the swimming pool in a local primary school. The community rangers and local police visit the school to give advice about keeping safe around the community. The local vicar occasionally visits and conducts assemblies and is the named person acting as an independent listener for the residential pupils. The residential pupils attend the local youth club, leisure centre for swimming and climbing. One afternoon per week Year 6 pupils are given golf tuition at a local golf course from the club professional.
34. At the present time there are no links with partner institutions. No pupil is integrated into mainstream and there is no inclusion. However, the school is looking at developing its integration links with mainstream schools. It is taking part in a joint project with the LEA to develop a continuum of provision for pupils with emotional and behavioural difficulties (EBD) to promote greater inclusion of all pupils in the mainstream. Discussions are now taking place setting out proposals for a pilot outreach service. The role of Walworth school initially will be to offer training and consultation to the project workers and mainstream staff. This venture is clearly defined in the school development plan.
35. Provision for pupils' spiritual development is underdeveloped, despite RE being taught regularly and daily assemblies. Opportunities are missed to provide pupils with the chance to reflect. 'Circle time', an opportunity for pupils to develop their personal, moral and social skills, has been introduced in a limited way, and although it provides for the social and moral education of the pupils well, it does not enhance their spiritual development.
36. The schools' provision for cultural development is satisfactory, a programme of visits to local places of interest which highlight certain aspects of their cultural heritage are undertaken, these include such visits to Hardwick Nature Park, The Angel of the North, Tyneside Planetarium, Richmond Castle and Beamish Museum. However, there is very little multi cultural education within the school and this needs to be addressed.
37. Provision for pupils' moral and social development is good. This is a significant improvement since the last inspection. The PHSE programme, the excellent residential provision, the expectations that teachers and support assistants have of pupils and the role models they provide, very effectively promote social development. RE lessons, assemblies and circle time provide pupils with opportunities to consider moral issues. Pupils are well aware of the difference between right and wrong. The school consistently promotes acceptable moral behaviour as it fosters fair play. For example, by stressing the need to share and wait your turn as well as caring for and having respect for others. This is helped by the good behaviour plans and behaviour target setting which is awarded on a point system leading to bronze, silver and gold awards.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Procedures for child protection and ensuring pupils' welfare are very good. The school has made dramatic progress in this aspect of its work, since the previous inspection when procedures in this regard were described as unsatisfactory. The school has appointed two child protection officers, one of whom is head of residential care and liaison and communication between the residential unit and school are excellent. Teachers, support staff and visiting professionals work very effectively together in providing good quality education and therapy for pupils in their care.
39. The school has produced an extensive child protection policy, which is detailed and concise and gives very clear instructions to all staff on child protection procedures. All staff have received appropriate training in child protection matters, with the two child protection officers receiving advanced training. Records are well kept and secure, and liaison between social services and the

school is of a good standard.

40. The school works closely with its external advisers and support teachers, such as those from speech and language, and a relatively new venture, the dyspraxia advisor.
41. Accidents are correctly recorded. Administration of medicines is properly monitored and good records are kept. The school has an adequate number of first aiders, all of whom have received appropriate training. The premises manager has recently taken responsibility for health and safety and is currently reorganising procedures for monitoring of health and safety to ensure that they are more effective. The school health & safety policy has been rewritten since the previous inspection and now meets current legislative requirements. The new policy ensures that risk assessment regularly takes place, including the monitoring and control of hazardous substances.
42. The fire alarm is tested regularly and regular fire drills take place. These are timed and recorded in the school log. This is good practice.
43. A recently appointed staff member has been given responsibility for the teaching of personal, social and health education and has produced good planning which includes modules on drug awareness, bullying, citizenship and self-awareness. Separate planning for sex education is currently being updated and will be shortly ratified. At the present time this subject is delivered to pupils for one period per week.
44. Attendance registers are completed accurately, neatly and fully comply with legislation. Registers are completed twice daily and the school now knows accurately who is in school at any one time. Procedures for the monitoring of attendance are good. The school administration assistant daily contacts parents of pupils who are absent and there is good liaison between the school and the education welfare officer who visits the school on a regular basis and conducts home visits if necessary.
45. Pupils' personal development is well supported by the school. Pupils are very well known by carers and teaching staff and relate to them well. There is a high level of communication and liaison between care assistants and teaching staff. Care assistants contribute to annual reviews of pupils, are fully consulted regarding target setting and actively work in the school. This high level of involvement by both teaching and care staff ensures that information regarding pupils' welfare and progress is continually shared and disseminated.
46. The residential unit delivers very high quality care to pupils. The accommodation is provided to a very good standard and the concern and attention given to pupils by the residential care staff has a very positive impact on the progress that they make. The number of night sleeping staff is considered to be more than adequate. Extra curricular activities are appropriate; supervision and care of pupils after school hours are of a very high standard and is meeting their needs. New care staff receive training in child protection, school policies and restraint handling procedures but induction procedures, although satisfactory, need to be formalised.
47. The school has good procedures for promoting good behaviour and eliminating oppressive behaviour. Behaviour strategies are mainly based on reward. Pupils are very keen to receive points for good behaviour or good work. These points are then collected, banked and can be exchanged for school "treats" such as special outings or fun days. Teachers negotiate with pupils the points they have earned during lessons.
48. The disruptive and challenging behaviour displayed by pupils with emotional needs is well managed by staff. The effective use of care assistants during lessons ensures that pupils displaying poor or challenging behaviour are not allowed to disrupt lessons for any length of time. The remaining pupils stay on task and lessons mostly continue in an orderly way.
49. The sensitive yet firm management of pupils' behaviour, the high level of care and concern demonstrated by all staff towards pupils and the excellent residential provision ensures that pupils make very good progress overall and are well supported.
50. The assessment of pupils' attainment and the monitoring of their academic progress has been a priority for development since the last inspection when these procedures were unsatisfactory. The school has now put in place appropriate procedures for testing pupils on entry to the school.

Literacy skills are tested thoroughly and, in addition, there is appropriate use of specialist services to test individual pupils for particular additional needs. Good assessment procedures have been introduced to monitor pupils' progress in literacy, numeracy, and in personal, social and health education. These procedures provide detailed information on pupils' strengths and weaknesses in these areas of the curriculum. They are being used to monitor progress with targets set but they do not yet provide a measure of progress over time. They do not provide a measure of progress in other areas of the curriculum and they do not reach a high enough level to enable them to be used with pupils of higher levels of attainment

51. Stability and quality of staffing has improved since the last inspection so that knowledge of pupils and their needs can better inform monitoring of progress. Assessment opportunities within curriculum areas are being identified but this too is at an early stage of development. Individual education plans are reviewed regularly. Targets cover key areas although some lack sufficient clarity and precision to be useful as accurate measures of progress. Despite much work by the school and good support from the LEA, whole school assessment and monitoring procedures are not yet sufficiently established to inform future planning.
52. Since the last inspection the school has improved its reporting and review procedures with annual reviews and reports occurring at the same time in the year and now linked to setting targets. The school meets fully both day and residential requirements specified in statements of special needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents are very positive about the school. The overwhelming majority of parents who responded to the pre-inspection questionnaire (16 out of 57) thought that their children were making good progress, behaviour in school was good and their children liked school. The inspection findings entirely concur with those views. All parents who responded to the pre-inspection questionnaire thought that they were kept well informed of pupils' progress and they felt comfortable about approaching the school with any queries or a problem. The inspection team entirely concur with those views.
54. The school prospectus is a useful document - well produced, parent friendly and contains all the information that parents require to ascertain whether the school will meet their children's needs. The school regularly contacts parents by letter or telephone if they have any concerns about children's progress or work. All parents are invited to attend annual reviews and most parents do so. They contribute to individual education plans and target setting.
55. The school has changed its policy, since the last inspection, and now provides reports and annual reviews of pupils' progress at the same time. Reports are satisfactory. They contain good information on what pupils have achieved but in some subjects do not set clear targets.
56. The headteacher has an 'Open Door' policy and the school encourages parents to come in at any time to discuss their child's progress but due to the very wide catchment area and transport problems, very few parents take the opportunity to do so. The school does, however, make every effort to try to include parents in its work, inform them about their child's progress and involves them in the decision making processes about their child's future.
57. The concerns expressed in the previous report, regarding the level of information given to parents, have now been fully addressed and it is the judgement of the inspection team that links with parents are now fully effective.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Leadership and management

58. The leadership and management of the school are good. The headteacher leads the school very effectively on a day-to-day basis and has worked hard to address all of the key issues mentioned in the previous report. Progress in addressing these key issues has been good. The

headteacher is a very good role model and is visible around the school, available to support staff and pupils when necessary. Pupils' achievements are regularly praised in class and in daily assemblies. This contributes to an atmosphere of mutual respect and trust between staff and pupils, where leadership is seen to value and respect the opinions of all. The good relationships between pupils and adults fosters high expectation of behaviour and educational attainment.

59. The headteacher's actions have raised the quality of teaching and learning throughout the school. With the support of the governing body and local education authority (LEA) new enthusiastic, experienced and committed staff have been appointed to ensure that all pupils receive high quality learning experiences. The headteacher together with the deputy headteacher and head of care, the new senior management team (SMT), have worked hard, and successfully, towards building a high performing team across the school.
60. Whole school targets have been introduced for pupils in the school with the intention of raising standards. This is complemented by individual targets set for individual pupils in both their academic work and behaviour. This works well, particularly in the care of pupils and raising their standard of behaviour.
61. The school meets its stated aims well and provides a good safe environment for pupils where they feel secure and can make progress, The aims and policies are well reflected in practice. The school has implemented policies for each National Curriculum subject. These are linked to the Qualifications and Curriculum Authority (QAC) documentation. There has been good progress since the last inspection ensuring that all subjects have up-to-date policies and comprehensive planning. The school's planning system is based on individual pupil targets that do help pupils make progress.
62. Since the last inspection much work has been done by the LEA in monitoring and evaluating provision and standards in school. This has been done on a very regular basis and has been reported in detail to the school and the governing body. This work has been appreciated by the school and governing body and both are now in a position to carry on this work and monitor and evaluate qualities and standards within school.
63. The work of the governing body is good. They have a good understanding of the school's strengths and weaknesses and are extremely committed and supportive of the school. The chair of the governors works closely with the headteacher and has regular meetings to discuss current concerns. The headteacher and governors recognise the need to increase their knowledge and use more formal evaluation procedures to enable them to look more critically at individual and group achievements, including performance targets in the school. The governors have identified individual members to link with English, mathematics and personal, social and health education (PSHE). This is effective as these are the main thrust of targets set in pupils' individual education plans (IEPs).
64. The school is looking at developing its integration links with mainstream schools. It is taking part in a joint project with the LEA to develop a greater range of provision for pupils with emotional and behavioural difficulties (EBD) to promote greater inclusion of all pupils in the main stream. Discussions are now taking place setting out proposals for a pilot outreach service. The role of Walworth school initially will be to offer training and consultation to the project workers and mainstream staff. This venture is well documented in the SDP.
65. The school is looking at ways to involve parents more in all aspects of school life. Because of long travelling distances, parents find it difficult to attend school functions and activities on a regular basis. However, due to school support and encouragement, almost 100 per cent of parents attend their child's annual reviews. This is good practice and supports pupils' progress.
66. Satisfactory arrangements have been made to implement performance management. The headteacher is team leader for all teaching staff. Initial targets and objectives have been set and time scales agreed, the first cycle being completed by March 2002. All appropriate committees are in place and the governing body now fulfils its statutory responsibilities.
67. Taking teachers and support staff together, the number of staff, their qualifications and experience are very good overall. The combination of an adequate number of well-qualified and experienced

teachers, and a good number of high quality support staff, contributes to the high standards in school. Staff changes over the last two years have been managed very well. Although nine staff have left in the last two years, eight appointments have been made which has effectively strengthened the teaching staff. Good improvement has been made in the school's staffing, accommodation and ICT resources since the last inspection. All staff are continually updating and adding to their skills and knowledge to meet the demands of the curriculum. Excellent relationships between teachers and support staff, combined with first rate team work, are major factors in the success enjoyed in the classrooms. Support staff feel they are valued by their teacher colleagues. High staff morale is a significant strength of the school.

68. Good informal systems of induction and support are in place so that the strengths of the new teachers and staff are utilised, which has led to pupils reaching higher standards, academically and in their behaviour. However, these are informal and would benefit from more formal arrangements and structured target setting. The professional development of staff is supported strongly by the senior management team. This is good practice and enhances the standards pupils reach.
69. Support staff provide continuity to the whole school curriculum by working with pupils during lunchtime. After lunch they often extend the extra-curricular activities by taking groups for planned activities. Teachers plan their lessons carefully to include the support assistants and lessons are discussed before and after delivery. Some support assistants are used well to assess pupils and take notes of their responses during lessons. A strong team spirit is a feature of the school.
70. All staff, including care and support assistants, have the opportunity to develop their own skills through further training. The training needs of staff are identified by the SMT in response to the school development plan (SDP) and through subject and personal interviews with staff. Very good arrangements are in place for the professional development of staff.
71. Accommodation is now very good. The caretaker, premises manager and cleaning staff take great pride in their work, and the building is exceptionally well looked after. The school is very well cared for; there is no vandalism or graffiti. It is very welcoming. Pupils' work is attractively displayed and this enhances the atmosphere when entering the school. Recent major projects have included the provision of an information technology (ICT) suite, development of the library, and the addition of floodlighting outside. The latter is very much appreciated by the boys as they now play floodlit football in the evenings. The dining hall is excellent provision, much appreciated by the pupils as some use this for their breakfast and evening meal when they stay after school. There is a small adventure playground, which is about to be replaced by bigger and better provision. There is a good sized gymnasium and areas for design technology and food technology. There is good storage throughout the school and an enclosed quadrangle for quiet sessions, which also houses a large greenhouse, used in the summer for horticultural topics. The drive and approach to school gives parking space for staff and visitors and a turning circle for school transport when delivering the pupils. Pupils in class 1 have an extra room which they use well for art and practical projects. The school does not have a swimming pool, but makes good use of the pool in a local primary school. There is also a good outside play yard and a large field which the school uses for sport and physical education. The residential provision is excellent.
72. The school's resources have improved since the last inspection. They are of good quality and readily accessible. ICT resources are very good, There is a discrete ICT suit, all classes have at least one PC and the residential unit has three PCs. All are networked and pupils and staff can access from any computer. Several members of staff, teachers and assistants make good use of the ICT facilities for their own planning and administration. Resources for the main core subjects of English, mathematics and science are good. Art, PE and out of school resources are good. Geography, history, religious education and personal, social and health education have improved and are now satisfactory.
73. Financial planning is good. However, there is a predicted carry over of nine per cent. Almost half of this is a contingency fund for repairs and improvements, leaving a balance of just over four per cent. The school bursar, headteacher and governors have firm control over planning the budget, and ensuring the money is effectively targeted to areas of need. Proposed spending within focused plans is appropriately detailed in the school development plan (SDP). The most recent successful project being the development of the ICT suite and the networking of ICT throughout

the school. Subject co-ordinators have budgets for which they bid annually linked to their subject action plans and the SDP.

74. Governors' financial priorities appropriately focus on large projects, staffing and training needs. A finance committee meets regularly with the headteacher to review the budget. This is good practice.
75. Specific grants made to the school are used appropriately to target training needs and raise standards such as literacy and numeracy training. Money is appropriately earmarked for staff ICT training through the New Opportunities Funding (NOF). Staff who have had some of this training are very complimentary about the standard and keen to participate fully, incorporating their new ICT skills into their planning and report writing.
76. There is very good day-to-day management of the finances of the school and the school in general. There is close liaison between the school bursar and the school services manager who meet on a very regular basis to co-ordinate budgets. The school was last audited in December 1998. Several minor recommendations were made which have been fully implemented by the school. The school has volunteered to take part in the LEA's financial project and is at the forefront of using new technology for financial planning.
77. The school is committed to the principles of best value for money and carries these out well. An example of this is the way in which the school is comparing four bids to replace and develop the outdoor adventure playground. Not only is the school comparing actual costs, but also looking into other aspects such as where the playground will be built, access and safety. When they decide which bid gives 'best value', they make a decision which will not necessarily be the cheapest bid, but the one which gives best value to the school.
78. The headteacher is trying to develop knowledge of how the school compares cost-wise with other similar schools. This is very difficult as the special school PANDA does not give sufficient information to make such judgements. Although the headteacher also has financial information about all schools in Durham LEA, there is still insufficient information to make secure judgements. Effective ways of comparing school standards are being investigated.

Taking into account:

- The good overall progress pupils make;
- High standards of behaviour and the good attitudes pupils have to work and the very good relationships in school;
- The improvements, including teaching since the last inspection;
- The excellent provision for residential pupils;
- The good leadership and management of the school;

The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and school should

- Develop and implement assessment procedures which closely match the learning needs of individual pupils so as to support their progress over the whole school curriculum, and particularly the more able pupils. (Paragraphs 27, 50, 51, 62, 79, 94, 95, 111, 119, 140)
- Provide more opportunities to improve pupils' writing by the end of Year 6. (Paragraph 85)
- Provide a greater range of opportunities for integration and inclusion, where pupils would benefit academically and socially. ** (Paragraphs 11, 34, 64)
- Increase the opportunities to develop pupils' spiritual and multi-cultural development. (Paragraphs 35, 36, 135)

*** This issue is highlighted in the school development plan to work with the LEA as a priority.*

In addition governors should consider improvements to the following minor issues;

- Clarify with parents when and how much homework will be provided for pupils. (Paragraph 25)
- Formalise induction procedures for all staff. (Paragraphs 46, 68, 151)
- Ensure individual education targets are more specific for all pupils. (Paragraphs 31, 51)
- Improve marking to ensure it enhances self-esteem, and gives greater emphasis on informing pupils of their progress. (Paragraphs 24, 51, 94)
- Review the subject time-table, particularly the length of some lessons and carousel arrangements for history and geography. (Paragraph 111)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	18	32	16	0	0	0
Percentage	7	26	45	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	56
Number of full-time pupils known to be eligible for free school meals	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	9

Unauthorised absence

	%
School data	1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Due to the small number of pupils involved, it is inappropriate to use this statistical data to make comparisons

Attainment at the end of Key Stage 2 (Year 6)

Due to the small number of pupils involved, it is inappropriate to use this statistical data to make comparisons

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	56
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	87	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	6.2
Average class size	8

Education support staff: Y1– Y6 inc residential staff

Total number of education support staff	19
Total aggregate hours worked per week	611

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	877051
Total expenditure	853264
Expenditure per pupil	14221
Balance brought forward from previous year	61909
* Balance carried forward to next year	85696

* Balance includes a contingency of £44012 for repairs and improvements leaving £41684 = 4.7%

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

57

Number of questionnaires returned

16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	32	6	6	0
My child is making good progress in school.	56	25	13	0	6
Behaviour in the school is good.	32	50	13	0	5
My child gets the right amount of work to do at home.	25	44	13	6	12
The teaching is good.	75	19	0	0	6
I am kept well informed about how my child is getting on.	81	19	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	88	12	0	0	0
The school is well led and managed.	82	12	0	0	6
The school is helping my child become mature and responsible.	82	12	0	6	0
The school provides an interesting range of activities outside lessons.	76	12	0	0	12

Summary of parents' and carers' responses

28.0 per cent of questionnaires were returned, and indicate strong support for the school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

79. Standards of achievement are good throughout the school including that of pupils with additional special needs. This is a significant improvement since the last inspection. The National Literacy Strategy has been adapted to meet the needs of all the pupils and has had a very positive impact on standards of achievement. Progress towards meeting the schools' targets in literacy has been good. Much good work by the co-ordinator has ensured this. However, monitoring has not yet taken place by the co-ordinator and assessment using the PIVATS (Performance Indicators for value added target setting) through to the National Curriculum levels is still at a very early stage of development. The school needs to consider carefully whether this method of assessment is suitable taking into account the level of attainment of the majority of its pupils. Individual education plans are in place for literacy, however, the targets are not SMART (specific, measurable, attainable, relevant and time limited) enough and do not always inform teachers' planning. However, class targets for literacy lessons were very clearly visible during a lesson, particularly at Year 6. This had the positive effect of motivating pupils to achieve their targets.
80. Pupils arrive at the school throughout the academic year and they are assessed on entry to the school. Last year, seven pupils at Year six, sat the standard attainment tests in English and attained levels 1 to 3 with three pupils attaining level 3. This represented good achievement.
81. Pupils by the end of Year 2, are making good progress in speaking and listening. Year 2 pupils are able to talk about their pets at home, one boy describing his cat as fat and black, another boy telling the story of his pet puppy. They respond to the Big Book 'Fat Cat Hat' recalling the main points of the story. One higher attaining pupil demonstrated his knowledge of when to use an adjective by saying 'The big grey cat fell into the muddy water.' He could identify that there were three adjectives in the sentence. One lower attaining pupil worked hard listening to a story and matching the story on video about different kinds of cars. Literacy is identified in other areas of the timetable. For example, during a science lesson a Year 2 pupil could explain the differences between dissolve and melt.
82. Pupils by the end of Year 6, continue to make good progress in speaking and listening. One Year 6 pupil describes the black hairs on the back of the Hobbit's hands. During the same lesson the teacher is able to instigate imaginative conversation from the pupils with his picture of a Hobbit enlarged on the white board. During another Year 6 lesson, pupils can remember a Harry Potter story using words like misty, mystical and sinister. They know and understand the meaning of eerie, pitch, restricted. They are able to give alternate words which suit the text better. While working on similes all pupils can give examples of 'sharp as a knife' 'hot as the sun', 'small as a mouse.' Year 4 and 5 pupils respond well to a poem, about a Troll describing him as horrible, big, ugly, fat, stupid, dumb, and nasty. Higher attaining Year 6 pupils are able to predict verbally the ending of a story achieving National Curriculum levels 3 and 4.
83. In reading, by the end of Year 2, pupils make good progress using a commercial reading scheme effectively in conjunction with other resources such as library books to aid independent reading. Higher attaining Year 2 pupils read fluently a story about wet paint achieving National Curriculum level 2 and lower attaining pupils are reading at level 1.
84. By the end of Year 6, good progress is maintained, higher attaining pupils have learnt to read more fluently from the reading scheme and chosen books; a Year 6 pupil read his reading book accurately and meaningfully achieving National Curriculum level 4. A lower attaining Year 6 pupil with communication problems was able to verbally read simple text and achieve level 1.
85. Pupils' level of achievement in writing by Year 2 is good; however, this is not maintained further on in the school, and by the end of Year 6 progress is satisfactory. More opportunities should be provided to enhance pupils' writing up to Year 6. There needs to be more emphasis on writing now the levels for speaking and listening and reading have been improved throughout the school. Higher attaining Year 2 pupils copy simple sentences and write independently. Whereas lower attaining pupils are able to underwrite and overwrite sentences dictated to the teacher, higher attaining Year 6 pupils write simple stories. They write using cursive writing; lower attaining

pupils are able to underwrite with assistance. Higher attaining pupils are using full stops, capital letters; they understand nouns, verbs, adjectives, and plurals; lower attaining pupils are able, with use of a computer, to write simple sentences and use a spelling programme with some assistance.

86. Teaching and learning in English is very good overall. During the inspection in the best lessons the teachers plan well, imaginatively linking the learning outcomes to the planning for pupils of that age. Teachers in these lessons are skilled in the use of different strategies to support literacy. They plan well to suit individual needs and use resources in an imaginative way. This helps to motivate pupils and they respond by working hard and showing high levels of enjoyment. Teachers and support assistants manage pupils' behaviour very well. They know their pupils very well, relationships are very good and play a positive part in the quality of learning in English.
87. Resources are good and the library facility has improved since the last inspection. Pupils are encouraged to use their literacy skills in many subjects across the school such as science, religious studies and art. In a science lesson, one higher attaining Year 2 pupil could write a short sentence describing melting chocolate.
88. The quality of English displays throughout the school is good and makes an impact on pupils' learning. In a Year 3 class, pupils have produced 'wanted posters' for missing elves using 'The Elves and the Shoemaker' book. There is good evidence of pupils accessing the internet to learn about monsters; however, information and communication technology (ICT) could be used more extensively now that all classrooms have their own ICT.

MATHEMATICS

89. Pupils' achievement in mathematics is good and they make good progress. In most lessons they make very good progress as a result of the quality of teaching. During the inspection many lessons observed were very good. By the end of Year 6, higher attaining pupils achieve Level 3 of the National Curriculum which compares favourably with the achievements of pupils in similar schools. There has been a good improvement since the last inspection.
90. The implementation of the National Numeracy Strategy has had a good impact on the teaching and learning of mathematics. The training and professional development of all teaching staff, coupled with improved resources, have had a significant effect on outcomes. The teaching of basic skills of number, shape, measurement and data handling has improved, with a consequent good effect on learning across the school. Higher attaining pupils multiply up to ten, describe the values of coins and combine them and set out simple block graphs. Lower attaining pupils make progress with basic number work, have an understanding of place value and describe a range of geometric shapes.
91. Younger pupils in Years 1 and 2 make good progress overall. Teaching is good. Planning for a variety of abilities enables all pupils to succeed at work suited to their needs. Pupils aged five to seven name a variety of shapes and describe their properties. One higher attaining pupil recognises a cuboid and describes how it differs from triangle. Others correctly show that a triangle has three corners as well as three sides. They know what the difference is between a square and a rectangle. The teacher's expectations are high and she sets challenges to all the pupils. There are very good opportunities for speaking and listening in numeracy lessons. Pupils respond eagerly and are given time to explain in their own words how they have arrived at a particular answer. Scrutiny of work shows that they are grasping the basics of data analysis. They sort out teddy bears into different colours and produce a block graph to show their findings.
92. Older pupils in Years 3 to 6 continue to make good progress which reflects the good teaching. There is a clear correlation between the introduction of the National Numeracy Strategy and the progress in learning shown by most older pupils. They have a good knowledge and understanding of number value and place, can sequence a series of numbers correctly and have a basic understanding of the calculation of money value. They show good skills in quick multiplication by 10 and 100. Evidence shows that they can record data by plotting graphs. Good work is seen in lessons on weights and measures. The teachers bring in a variety of simple but effective resources to enliven the lessons. Working in pairs pupils are encouraged to set up their own projects to guess the weight of tins and packets by comparing them to a kilogramme weight.

They are able to record their estimated finding against the actual weight, showing a good degree of accuracy. As a consequence of these practical lessons they learn how scales are calibrated and are able to calculate their measurements to a precise level. In a lesson on money, with pupils in Year 2, the teacher explains clearly to pupils how different values of coins can be combined to make similar amounts. Her good understanding of the teaching of basic skills enables all the pupils to succeed in the tasks she sets them. By the end of the lesson higher attaining pupils can break down 50p into a variety of combinations of lower denomination coins.

93. Pupils' attitudes to the subject is good. They clearly enjoy all aspects of the National Numeracy Strategy, particularly the whole class activities which they join in with enthusiasm. When some pupils become disruptive and try to distract others the majority of teachers are skilful in deflecting the poor behaviour and managing it well. Positive reinforcement of all acceptable and good behaviour ensures that the majority of pupils stay on task and successfully achieve the lesson targets. At times when pupils are so challenging that they have to be removed, the skills of both the teacher and support staff ensure that this is swiftly carried out with minimal disturbance to the rest of the class. Pupils are generally calmed down and returned to the classroom as soon as possible. In lessons which are good and better, the atmosphere is lively, positive and purposeful. Teachers' expectations are that pupils will listen, co-operate and, as a consequence enjoy the tasks and learn from them. In some practical lessons pupils clearly enjoy themselves and have fun responding to the challenges the teacher sets. Information and communication technology is used well across the whole school for numeracy and mathematics. An appropriate range of commercial software is now available in the school, which is suitable for all ages and abilities.
94. Assessment of the subject is satisfactory and improving. Pupils are now assessed thoroughly on entry to the school so that teachers have a clear view of what they know, can do and understand. This enables them to set appropriate targets for achievement. New assessment procedures are planned for the very near future. However, currently assessment of pupils' progress is not consistently used across all classes. Marking is variable and not always helpful to pupils. Some teachers monitor and assess behaviour and encourage self-evaluation by pupils at the end of lessons, but targets for numeracy are not monitored at the same time.
95. The management of mathematics by the co-ordinator is good and improving. He has a vision and an effective long-term plan for the subject. Thorough, effective planning means that all teachers are well-equipped to teach the numeracy strategy effectively and consistently. Numeracy is a feature in many subjects. Monitoring of teaching is still in the process of development.

SCIENCE

96. Pupils' achievement in science is good overall. Achievement for the oldest pupils is very good. The Standard Attainment Test results of 2001 show very good improvement in the number of pupils aged eleven gaining Level 4. From thirteen pupils entered, six achieved Level 4 and six Level 3. This compares well with the national average.
97. Pupils in Years 1 and 2 learn science as part of their developing knowledge and understanding of the world. Good teaching enables them to learn skills of observation through which they can appreciate objects and living things around them. Pupils in a lesson on heating and bending of different materials, use appropriate words to describe their practical work on melting and dissolving chocolate and jelly. They recognise the difference between liquid and solid and one high attaining six year old pupil accurately describes how to make an ice cube. The teacher plans the lessons well. The teacher's very good knowledge, understanding and expectation of what pupils can do results in effective planning which takes into account their range of abilities. The use of simple, familiar materials enables all pupils to take part in practical work with confidence. Most pupils identify the five senses. They know and understand the function of the eye and can identify objects which make different sound. They can also identify a variety of animals and reptiles from pictures of their skeletal structure. Using simple diagrams they show the difference between a snake and a bat.
98. By the end of Year 6, pupils make very good progress. In lessons seen, much of the work is practical and they join in with enthusiasm. The teachers make the lessons fun and are creative in their use of simple but effective materials to demonstrate basic scientific principles. In a lesson

on the dissolution of solids into liquids, pupils set up an experiment to test the most effective way to dissolve a substance. Most pupils predict that jelly will dissolve most quickly in hot water which is stirred. By the end of the lesson pupils understand what is meant by a 'fair test'. Higher attaining pupils work independently. Good use is made of the computer by lower attaining pupils to record their findings. In another lesson pupils discuss the range of difference gases which are useful to us. One higher attaining pupil can explain that compressed air is used to blow up tyres and that helium is lighter than air and can change the sound of the voice if breathed in. Lower attaining pupils can remember that a candle will only burn in air and will go out if air is excluded. They can identify oxygen as the important gas by which the candle burns.

99. The quality of teaching and learning is good overall. Planning has improved and is now more detailed. Expectations of what pupils know and can do ensures that high standards are maintained and pupils sufficiently challenged. Work is suitably adapted to the needs of each pupil. Higher attaining pupils are encouraged to work independently, predict outcomes and record their work unaided. Lower attaining pupils, with more intervention and support from staff, are given good opportunities to explain what they have learned and record it. In many lessons seen pupils are clearly enjoying the practical aspects of science very much. The relationships in the classroom are generally good and teachers manage behaviour well. Praise for good behaviour has a very positive effect on pupils and, overall, they try their best to please the teachers. When there is challenging behaviour it is dealt with quickly and effectively by staff. In a few lessons, more opportunities could have been given for pupils to be involved in practical work rather than simply observing the teacher's demonstration.
100. Subject co-ordination has improved and is now good. Planning is on a two yearly cycle and covers all programmes of study of the National Curriculum. All teachers have plans which provide consistency across all classes. Assessment is satisfactory.

ART AND DESIGN

101. Since the last inspection there has been a good improvement in teaching and learning in art. In lessons seen and scrutiny of work and displays it is clear that all pupils enjoy working in a variety of artistic media across all subjects of the curriculum.
102. Younger pupils in Years 1 and 2 use printing to demonstrate their knowledge of different shapes. They mix paint and hold a brush correctly. Pupils apply the paint with care. They use brushes of a variety of thickness to produce different patterns and effects. Higher attaining pupils know that the combination of some colours will produce a third. They demonstrate that red and yellow will make orange. All pupils work collaboratively to produce a contemporary picture by taking it in turns to add sections randomly. The outcome shows imagination and good combinations of colours. Pupils use a variety of materials. In an excellent lesson they make a mould with clay and printed out different objects mixing colours to make a collage. Art is used in most subjects to illustrate work. In a mathematics lesson on geometric shapes, pupils use everyday objects to print triangles, circles and rectangles with paint to make patterns. They colour in illustrations from stories and use different colours to highlight a block graph.
103. No art lessons for older pupils were seen, but in many other subjects there are examples of art work. In history, pupils make a collage collaboratively and complete a large picture of a Greek soldier using a variety of materials. Evidence of their work displayed around the school shows it to be of a good quality for their attainment levels. A variety of styles and materials are used to produce collages, drawings, large murals and clay work from a visit to a ceramic workshop. There is some evidence on display of the works of different artists, for example, Bruegel, Monet, Jenkins and Coward in a display representing 'The Seasons'. Art provides a valuable contribution to communication through discussion groups and numeracy through a growth in spatial awareness.
104. The co-ordinator manages the subject effectively. Planning is now more relevant and detailed. Resources are good overall although the school does not have a kiln, which is a disadvantage. Assessment is satisfactory and recorded under the whole-school system linked to annual reports.

DESIGN AND TECHNOLOGY

105. The provision for design and technology has improved since the last inspection. The co-ordinator is working hard to effectively raise standards across the school. The planning has been updated to link with Curriculum 2000 and as a result the quality of teaching and learning has improved. Planning is clear and the curriculum offered is good. Resources have improved and ICT is linked directly into classrooms. The subject is well led and managed; the co-ordinator monitors teachers' planning and outcomes.
106. Pupils achieve well. Their progress in lessons is consistently good. Analysis of work confirms the high standard and good progress over time. By the end of Year 2, pupils gain a knowledge and understanding of a range of materials. They explore and investigate, with a focus on sculpture using reclaimable materials. Pupils find and name the tools they need. They think about how to complete their models, and effectively use a range of materials such as glue, cellotape, masking tape, paper, paint and brushes.
107. By the end of Year 6, pupils produce a simple figure with moving parts. They listen to a story and get their inspiration from the characters in the story. Pupils mark card, cut out, colour in, decide where the split pins must go in order the figure can move freely, assemble and evaluate their work. As they move through the school pupils investigate the use of bearings and 'pull cord' power. They design and make a 'merry go round', following closely a plan. Pupils cut and score card, estimate and measure accurately, using their mathematics skills well. They fold, paste and glue. Pupils evaluate their work, record how they tackled the problems, and how could they improve their design to make it more efficient. Oldest pupils, in Year 6, design and make a 'bus shelter'. They research the topic using ICT, accessing the internet and studying web sites to gain knowledge and understanding of their topic. This greatly improves their design skills. They take into account what the shelter must provide, such as protection from the weather, a seat to rest, easy access, be able to see the bus approaching. The different materials they may need. Good discussion work takes place before the pupils start to make and build.
108. The quality of teaching and learning is consistently good. Lessons are well prepared and planned. Support staff are used very effectively. Team work between adults is very good. Pupils are managed very well and staff are adept at anticipating when any pupil is likely to exhibit challenging behaviour, thus intervening before the problem becomes major. Teachers use questioning well in order to enable the pupils to recall what they know, and make them think about what they will need for their project and how they will organise themselves. Pupils respond well enhancing their literacy skills of speaking and listening. Teachers are responsive to pupils answers, such as in class 2 when asked how they could make figures move, the reply was not what the teacher expected, as one pupil said. 'Lets tie string on and make puppets'. This was not the answer the teacher was looking for, but she took it in her stride and skilfully directed the class to their chosen models. There is a happy buzz of activities in lessons. Background music is used well, and has a calming effect upon pupils as they work. Relationships in class are good. As a result of high quality teaching, pupils are well motivated, have very good attitudes towards the subject, respond and behave very well. Support staff are deployed very effectively.
109. Accommodation for design and technology is good. It is taught in the classrooms, as per the primary model, but also pupils have access to a design and technology workshop area and a food technology area. (No food technology lessons were seen during the inspection). Design and technology makes a positive contribution to the development of pupils' social and moral development.

GEOGRAPHY

110. (Due to timetable arrangements during the inspection period it was not possible to observe any geography lessons. Judgements about pupils' achievements and the progress they make have been supplemented through a detailed scrutiny of previous work, individual records, displays and photographic evidence of previous work)
111. At the present time there is no co-ordinator for geography, however, since the last inspection there have been improvements. There is now an updated policy and a whole school planning linked to the National Curriculum. There is good planning, but assessment of individuals'

progress is still at an early stage of development, work is not well annotated and there needs to be more use of information and communication technology (ICT) within the subject. In addition the time-tabling of history and geography needs to be changed to allow for both subjects to be taught throughout the year. Resources have been extended and are now adequate.

112. By the end of Year 2, pupils make satisfactory achievement and progress. They investigate the environment with a focus on leisure activities. They are able to understand the formation of the seaside; names and location of places. They successfully identify seaside resorts in Britain and abroad using maps.
113. By the end of Year 6, pupils make satisfactory achievement and progress. They understand water cycle systems, how water comes into their homes and how it is distributed. They go on local field trips and study different kinds of shelters. They study the physical and human geography of their school and compare it to a school in Chembakioli in Southern India. In a wider study of Chembakioli pupils look at the climate, work, agriculture and general way of life compared to their own.
114. Pupils' literacy and numeracy skills are extended by the use of their reading skills and the use of number skills when measuring distances on maps.

HISTORY

115. Pupils' achievement is good. In a class of Year 1 and 2, pupils recall facts about the great fire of London and show good use of colour in model-making to accurately represent houses in London at the time. A class Year 2 pupils, give reasons for Henry VIII's marriages and describe the fate of each of his wives. Pupils identify the food eaten by rich and poor people in Tudor times and give reasons for the use of spices. By the end of Year 2, pupils have acquired knowledge and understanding of the features of life in a variety of past societies.
116. By the end of Year 6, pupils define decade, century and millennium and compare and contrast life in Britain at different times. One class of Year 4 pupils, compare and contrast life in ancient times in Athens and Sparta and another class make good use of key words including equipment and foot soldiers in a study of soldiers in ancient Greece. Year 5 pupils describe life at sea during Tudor times and explain for example why sailors believed in sea monsters. By the end of Year 6, pupils have developed a good sense of chronology and deepened their understanding of the characteristics of past societies. They also display good communication skills to present their learning in a variety of forms. Their enquiry skills are less well developed.
117. Teaching and learning is good, together with very good attitudes and behaviour. In work seen, secure knowledge and planning enables pupils to study past societies from a variety of perspectives. Pupils write about and illustrate the life of the Aztecs from different points of view including language, beliefs, invasion and everyday living. Lessons are well planned and pupils are given clear targets. Younger pupils work enthusiastically and very productively on model-making and display work after being shown a variety of pictures that illustrate clearly the images that they are being asked to create. In one very good lesson time is well used to include a variety of methods to enhance pupils' learning about being a soldier in Sparta. Pupils study a map together to find the correct location, learn key military terms by highlighting them in text and join in a group discussion to clarify their meaning. A worksheet activity is then well used to consolidate learning. They are challenged throughout the lesson to learn facts but also to apply appropriate terminology.
118. Good planning includes group activities that enable the class as a whole to widen its area of study and individuals to develop skills in selecting information, including the use of ICT. Group work is well organised with good use made of support staff and with pupils working very well together. The level of challenge varies in group work and in a minority of cases is not sufficiently high for one or two individuals. In one very good follow-up lesson to group activities pupils report back on their findings and display knowledge and understanding of problems faced by Tudor sailors. They know about scurvy, the importance of a water supply and different methods of navigation. They take turns in the follow-up discussion and listen very well to each other. Pupils develop their communication skills through illustration and display work although in some lessons there is insufficient emphasis on drawing conclusions from sources of evidence. Classroom

management is good with teaching and support staff showing a very good knowledge of individual pupils and their needs with appropriate support given and individual progress monitored.

119. Planning is satisfactory, although does not place sufficient emphasis on the use of evidence to develop enquiry skills. There are no assessment procedures that are specific to the subject. Improvement from the last inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. The school has worked very hard to improve the provision for information communications technology (ICT). Resources throughout the school are now very good. A small, but high quality discrete ICT suite has been developed. Each classroom has at least one PC. The residential unit has three PCs, and all are networked throughout the school and have access to the internet.
121. The policy to guide practice within the school has recently been updated, and planning is linked to Curriculum 2000. Pupils make good progress in lessons, but satisfactory progress over time. This is because the policy, planning and very good resources are new and have not had sufficient time to impact fully.
122. Pupils in Years 1 and 2 are highly motivated by computers. After listening to the story of 'Red Riding Hood' in their literacy lesson, they worked hard in the ICT suite using word processing to write about the main characters in the story. Even at this age, each pupil has their own individual password, can log on and find the appropriate programme they need. They use the 'mouse' and the 'querty' keyboard effectively, find letters and write their story.
123. By the end of Year 6, pupils show a good understanding and skills in word processing. They identify icons, change fonts and sizes, add borders and graphics to their work, and work independently for long periods of time. They link this work to their 'individual targets' they set in class. Pupils produce high quality certificates showing their targets. The work pupils do in ICT enhances their literacy skills of reading, writing and listening to instructions. They use their mathematical skills well when using drawing programmes and use correct mathematical language when naming shapes.
124. The quality of teaching and learning in ICT is consistently good. ICT is taught both discretely in the ICT suite and during subject topic work in classrooms. Pupils use their ICT skills well in topic lessons. An example of this is in a history lessons where the pupil wanted more information on the 'Tudors'. He logged onto the Internet, found the site he wanted and downloaded and printed off the research he was looking for. When questioned by the teacher, he related the sequence he went through to find the site, even explaining to the teacher the meaning of 'www' as 'world wide web'.
125. Lessons are well planned and organised. As a result, pupils are motivated, respond well and are very well behaved. Pupils have very positive attitudes towards ICT. Those that reside in the unit in the evening can access their work or the internet direct from the unit. Support staff are used effectively, not only in supporting pupil's academic progress, but by being proactive and anticipating when a pupil is in need of extra help and support. This defuses situations that could become challenging. Homework is not set formally, but some pupils extend their work by accessing it after school, during their extended studies, or from the residential unit PCs in the evening.
126. The subject is well, led and managed. The co-ordinator monitors teachers' planning and the outcomes of pupils work. Much of which is attractively displayed around the school.
127. ICT makes a positive contribution to the development of pupils' social and moral development.

MUSIC

128. Across the school pupils' achievement is satisfactory overall. Music was judged to be

unsatisfactory at the time of the last inspection. Sound improvement has been made since then. Planning is now more detailed and resources increased.

129. No teaching of music was seen in classes with the youngest pupils in Years 1 and 2, but they join in with enthusiasm in singing in assemblies, clapping to simple rhythms. Pupils in Years 3, 4 and 5, show an understanding of rhythm but cannot follow through to associate the tempo with notation. They clap out a variety of rhythms of word-patterns like 'coca-cola', 'cheese-and-pickle' but fail to identify the corresponding notation. Where there are opportunities for singing older pupils also sing with enthusiasm and can keep in tune. In a very good Year 6 lesson they join in and dance in the Greek style to the tune of 'Zorba the Greek'. They move with enthusiasm and are uninhibited in front of their classmates. The teacher encourages them to discuss other aspects of Greece and pupils describe items of Greek food and facts they know about its history.
130. Music is used satisfactorily in assemblies. The school puts on three productions through the year which are well attended by parents. These involve the majority of pupils in singing together with support from teachers. Although resources have improved, the lack of a music base in the school means that instruments are shared across classrooms. While pupils do have the chance to play disks and use the Karaoke machine at lunchtimes, there are no opportunities for them to use instruments individually or in groups outside lessons. Music as a whole-school activity is therefore restricted to time-tabled lessons in classrooms.
131. Since the last inspection a music scheme has been introduced which is based primarily on body movement. However, the lack of practical application and hands-on experience of playing instruments sometimes makes the lessons pedestrian and boring for the pupils, who show this by behaving inappropriately. While it is sometimes used well to provide a relaxed ethos in practical lessons, music could be much more integrated into the life of the school.

PHYSICAL EDUCATION (PE)

132. Since the last inspection provision for PE has made good improvement. Pupils achieve well across the school and make good progress because of high quality teaching. They are enthusiastic, work hard and listen carefully to staff.
133. Because of the school time table arrangements, pupils up to the age of seven were not observed for PE, as their PE is on Fridays. From teacher records, pupil records, annual reviews, reports and an abundance of photographic evidence, they are making good progress. By the end of Year 6, pupils listen carefully to instructions and are aware of safety requirements in PE lessons. Pupils identify and use various parts of their body to stretch and balance, play team games and show an understanding and acceptance of simple rules. Pupils learn new skills such as handling and gripping a hockey stick, turning the stick and hitting the ball. Pupils pass and receive standing, then advance to passing and receiving on the move. New skills are introduced, such as the 'push' shot and pass as well as the 'drive'. Safety is emphasised at all times. These skills are then put into a game situation under simple rules. Because of the very good relationships staff have with pupils, pupils accept referring decisions even when they feel hard done by. Good sportsmanship was evident during a competitive game. The more skilled players consistently encouraging their less skilled team-mates. Tennis is also introduced at this age and pupils learn to grip the racquet and hit the ball with control. They understand 'forehand and backhand'. They work well with a partner hitting the ball back and forwards to each other. Pupils make good progress in their swimming, many achieving near national standards. Younger pupils use buoyancy aids well to improve their strokes and build up their water confidence. An example of how pupils make progress, and how their attitude towards each other improves; one pupil, who has had great difficulty putting his face in the water, as he is afraid of the water, sank under the water and swam two full breast strokes under the water, came up gasping for air spluttering all over and said, 'That was brilliant'. The teacher was delighted at his progress and the rest of the class applauded him.
134. The quality of teaching is consistently good. Lessons are well planned, so no time is wasted. Very good team-work between the teachers and the learning support assistants is a strength of PE in the school. Staff are very skilled at questioning pupils. They give them just that little bit of extra time to allow them to answer, then they challenge the pupils to extend their answers. This works well and increases pupils' listening and speaking skills. Good use is made of praise and

encouragement. Pupils use their mathematical skills well when counting and measuring in PE. Because of the very good relationships in class, pupils respond well and their attitude and behaviour is very good. Staff are very skilled at behaviour management of challenging pupils. Pupils' individual behaviour plans are implemented very effectively. This works well and minimises disruption of lessons.

135. The subject is well led and managed. The curriculum is well planned to cover a good range of activities which ensures each pupil develops their skills to the full. This is enhanced by well organised extra curricular activities offered to pupils at lunch times and after school. PE enhances pupils' social and moral development well. It increases pupils' awareness of their own culture but lacks multi-cultural opportunities.

RELIGIOUS EDUCATION

136. Pupils' achievement is good. In a Year 2 class, pupils listen to the story of Jesus calming the storm. One pupil describes the event as showing God's power. Another pupil says that God has power to help people to be better. By the end of Year 2, they display an understanding of belief in God as well as knowledge of particular religions. Pupils illustrate and describe God's world. They use Buddhist beliefs to describe how we should lead our lives. Pupils illustrate and write about events from the New Testament including the healing of the centurion's servant. A class of seven year olds show good recall of events in the life of Moses. One pupil describes the burning bush as "God's way of getting Moses' attention."
137. By the end of Year 6, pupils show an increasing depth of understanding with growing confidence in recalling their previous learning and using appropriate terminology. In a Year 4 class, pupils recall the events of the story of the Good Samaritan and write about ways in which they can be helpful in their own lives. In a Year 5 class, pupils learn about baptism with one pupil describing baptism as "putting the past behind you" and another explaining that a candle in church represents "everlasting light." Pupils of different ages use appropriate terminology in their writing to describe different features of Sikhism. By the end of Year 6, pupils have acquired a deeper knowledge and understanding of different religions but their skills in reflection and response are not as well developed.
138. Teaching and learning is good together with attitudes and behaviour. Resources are well used to stimulate interest. Pupils in Year 3 discuss pictures of different kinds of boats before listening to a Bible story about a boat and a storm. They are fully engaged in listening and looking and show their interest by making their own comments as well as answering questions. Year 6 pupils take a keen interest in certificates and photographs of family baptisms provided by a support assistant. Pupils are keen to volunteer to take part in a role-play about the Good Samaritan and the method, which places the story in a modern setting, is effective in enhancing pupils' learning. In the most effective teaching there is a high level of challenge to develop reading and writing skills. In one excellent lesson seen in Year 6, pupils listen to a story about John the Baptist and then following discussion they write their own detailed accounts. In a Year 3 class, younger pupils write descriptions of some of the ten plagues of Egypt before producing illustrations.
139. Classroom management is good with both teachers and support staff displaying a very good knowledge of individual pupils so that difficult behaviour is anticipated and managed effectively. Time is well used to enable pupils to complete activities and staff to monitor progress.
140. Planning is satisfactory, although there is a greater emphasis on learning about religion than on learning from religion and this restricts pupils' opportunities to develop skills in reflection and response. There are no assessment procedures that are specific to the subject. Improvement since the last inspection is satisfactory.

Residential provision

141. The residential facilities are excellent and appropriate for the complex range of pupils in residence. The quality of care and opportunities for personal development provided by the residential provision is a strength of the school.
142. Residency is provided against well thought out criteria to pupils where it is a requirement of their statement of special educational need, or of subsequent reviews. Provision is audited against national minimum standards, by the head of care, and meets and exceeds many of these standards.
143. Pupils have detailed individual care plans of good quality. Each pupil has an identified 'key worker' and all have access to an 'independent listener'. All pupils have access to a telephone and helpful numbers are displayed at all times. Pupils make good use of these facilities and often ring home to update parents about their successes at school. They make good progress in behaviour, social, moral and personal development, and are able to pursue a wide variety of activities within the school and in the community.
144. Social events, such as breakfast and tea, take place within the school dining hall, and have a relaxed feeling to them. Supper is provided within the unit and is as near to a family atmosphere

as one can get. Pupils demonstrate increasing progress in their relationships with each other and staff. As a result of such good relationships, pupils' attitudes and behaviour are very good. Visitors find pupils open, helpful and good company.

145. The ethos of the unit is supportive of, and integrated with, that of the school both in ideas and in staff. Residential staff work part time in classrooms, and their team work with teachers is excellent. Staff know the pupils and their individual needs very well, and the level and quality of care is high. The younger pupils receive firm, clear guidance and support. Older pupils show clear progress in their ability to demonstrate independence and responsibility. Parents are fully consulted about many issues, such as medication. Record keeping is good and contributes well to pupils' annual reviews and reports. Communication between residence and the school is thorough, regular and detailed.
146. Staffing levels are appropriate, and new staff benefit from access to good levels of training, support and guidance. Although induction is much appreciated by new staff, it is informal and could benefit from being more formal with structured targets set. Staff have good knowledge and training in child protection. They work hard to increase specialist knowledge and share a wide level of personal expertise, such as one of the newest members of staff offering canoeing and rock climbing skills.
147. Management and administration is efficient and effective, reflecting the qualities of the personnel involved as well as shared values. The accommodation is of a very high quality and offers appropriate sleeping, work, and social spaces for pupils and staff. Pupil dignity and privacy is encouraged at all times. Pupils are encouraged to take pride in their personal and shared facilities. They personalise their rooms with posters, toys and pictures. They have good access to books, computers, sports facilities and equipment and the community.
148. The residential provision is well led and managed and contributes positively to the good value for money provided by the school as a whole.