

# INSPECTION REPORT

## **CHAILEY HERITAGE SCHOOL**

North Chailey

LEA area: East Sussex

Unique reference number: 114682

Headteacher: Alistair Bruce

Reporting inspector: Ian Naylor  
OIN: 20906

Dates of inspection: 10–13 June 2002

Inspection number: 245254

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 category:	Non-maintained special
Age range of pupils:	2 to 19 years
Gender of pupils:	Mixed
School address:	Haywards Heath Road North Chailey East Sussex
Postcode:	BN8 4EF
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Verena Hanbury
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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20906	Ian Naylor	<i>Registered inspector</i>		Attainment and progress; Teaching; Leadership and management.
9931	Margaret Kerry	<i>Lay inspector</i>		Leadership and management; Efficiency; Parents; Care.
1224	Graham Todd	<i>Team inspector</i>	Mathematics; Information and communications technology; Physical education; Equal opportunities.	Attainment and progress; Attitudes and behaviour.
21061	Mike Whitehead	<i>Team inspector</i>	Science; Design and technology; Religious education.	Curriculum.
20247	Roger Parry	<i>Team inspector</i>	History; Geography; Personal social and health education.	Curriculum; Spiritual, moral, social and cultural development.
21899	Gill Lawson	<i>Team inspector</i>	English; Art; Music.	
3838	Aileen Webber	<i>Team inspector</i>	Foundation Stage; Modern foreign languages.	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Chailey Heritage School is an independent special school with 88 boys and girls on roll aged from two to nineteen years. The school is a registered charity run by a governing body and a board of trustees. Funding is from local education authorities and social service departments. There is a lower number on roll than at the last inspection. All pupils have very complex needs, with a physical disability in addition to learning difficulties, and levels of attainment that are well below national expectations. A third of pupils have visual impairment. All pupils have a statement of special educational needs. Twenty-four pupils are resident, some for 48 weeks per year. The school has a Pre-School Assessment Unit for children aged between two and five who have physical and learning difficulties. There were eight pupils attending the unit at the time of the inspection. Clinical provision and therapy is funded directly by the National Health Service via local health commissioners. The school, as part of its admissions policy, has admitted pupils with an increased complexity of needs and disabilities. There have been major developments of the site and facilities since the previous inspection.

### **HOW GOOD THE SCHOOL IS**

The high quality of teaching and care, good achievement of pupils and sound leadership make this an effective school that provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- Teaching is consistently at least good and secures good learning and achievement.
- Relationships between staff and pupils are very good.
- Pupils have very good attitudes and behaviour.
- The school provides a very stimulating learning environment.
- Pupils' welfare needs are met very effectively.
- Residential care is of a high quality.
- The Pre-school Assessment Unit is of a high quality.
- There is excellent liaison and collaborative working with the specialist health professionals.
- The school provides very good opportunities for the specific training needs of staff.

## WHAT COULD BE IMPROVED

- Governors' awareness of strengths and weaknesses of the curriculum, teaching and learning.
- Strategic planning by the headteacher and senior managers.
- The morale of class based learning support staff.
- The pace of change, particularly the rate of curriculum development.
- Procedures for measuring achievement and progress over time.
- The organisation of the school day.
- Whole school target setting.
- Evaluation of the school's performance.
- Planning of the extended day for resident 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 last inspected in 1997, there has been satisfactory improvement overall. The curriculum has improved. Subject co-ordinators are in place for most subjects except music, religious education and history. Schemes of work have been developed in every subject. Termly individual education plan targets are set for each pupil. The Literacy and Numeracy Strategies have been introduced and suitably adapted across the school. The Key Stage 4 and Post 16 curriculum has been enhanced by accredited courses. There is now a separate department for Post 16 students. Performance Management (a system of staff appraisal) has been successfully introduced for teachers and care staff, but not yet for learning support assistants. In-service opportunities and training for all staff are now very good and more closely linked to the school development plan. The school is an accredited NVQ training centre. P-Scales (a system for measuring the progress of pupils) have been introduced. The school accommodation and facilities have been significantly improved, enhanced and extended.

## STANDARDS

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

Progress in:	by Year R	by Year 6	by Year 11	by Year 14	<b>Key</b>	
Speaking and listening	A	A	A	A	<i>very good</i>	A
Reading	A	B	B	B	<i>good</i>	B
Writing	A	B	B	B	<i>satisfactory</i>	C
Mathematics	A	B	B	B	<i>unsatisfactory</i>	D
Personal, social and health education	A	A	A	A	<i>poor</i>	E
Other personal targets set at annual reviews or in IEPs*	A	B	B	B		

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

Achievement and progress are good for pupils aged six to nineteen. They are very good for children in the pre-school assessment unit. In the subjects, progress is good in all subjects except information and communications technology, where it is satisfactory. The school does not yet set whole school targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall and a strength of the school. Pupils respond well in lessons and during social activities. They show very positive attitudes to their work. They enjoy the activities that are provided and work hard to improve their skills.
Behaviour, in and out of classrooms	Very good overall. Pupils show sensible conduct when moving about the school, during lessons, and in their social activities. In the pre-school assessment unit (Foundation Stage) the attitudes and behaviour of the children are excellent. In the bungalows, pupils' behaviour is often exemplary.
Personal development and relationships	Relationships are very good. Personal development is good, particularly for students between the ages of 14 and 19, where they take responsibility for managing their behaviour and for making choices. This is a distinct improvement since the previous inspection.
Attendance	Good.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1-6	Years 7-11	Years 12-13
Quality of teaching	Very good	Good	Good	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 consistently good overall. There is no unsatisfactory teaching. The quality of learning by pupils is also good overall. Teaching is very good in the pre-school assessment unit. Teachers have very good awareness of pupils' physical needs and of teaching communication skills for all pupils, particularly for those with language and visual learning difficulties, across the school. Teaching is good in English overall. It is good in personal and social education, and in all the other subjects except information and communications technology, where it is satisfactory. Teaching is good in adapting the Literacy and Numeracy Strategies to meet the needs of all pupils.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The National Curriculum is appropriately modified to make it relevant to the individual needs of the pupils. There are some subjects where there is insufficient time for the monitoring teaching and learning. The curriculum has satisfactory content, but the timetable is not well organised and the rate of new curriculum development is slow. The curriculum in the Pre-School Assessment Unit is very good. The extended curriculum for resident pupils, however, does not link well to work done in school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good, with strengths in moral, social and cultural development. While spiritual development is good, best practice could be extended still further. Provision for personal, social and health education is also very good. There are high expectations of each pupil's potential, and opportunities for them all to take initiative, make choices and become independent.
How well the school cares for its pupils	Very good. Standards of care are very high, both in the school and in the residential accommodation. Support for pupils' independence and ability to access activities is a significant strength. However, some aspects of the monitoring of academic progress could be improved.

The school has a good partnership with parents and many are involved in aspects of school life, such as voluntary work in the classroom.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and senior managers are industrious in their separate duties, and provide many good features to support the management of the school. Many improvements have been made in all areas of the school since the previous inspection. However, overall leadership and direction is diminished by a lack of cohesion between them. This has left a number of weaker areas still to be addressed.
How well the appropriate authority fulfils its responsibilities	Satisfactory. There has been improvement in the structure and organisation of the governing body. Governors are very hard working and conscientious, and bring many areas of expertise to help them fulfil their responsibilities. However, as yet they carry out little monitoring of what happens in the classroom or residences, and staff claim they do not really know who governors are or what they do.
The school's evaluation of its performance	Satisfactory. There has been good progress in establishing performance management arrangements (a system of staff appraisal) for teachers and care staff, but this is not yet the case for learning support assistants. There is good exchange and use of information between departments in the school and the residences, and with other professionals and outside agencies. However, the school has not yet begun to take formal steps to measure its overall performance. For instance, no whole-school targets are set for pupils' progress.
The strategic use of resources	The strategic use of resources is satisfactory, and the uncertainty surrounding the number of admissions is managed well. However, delegation of budgets to middle managers needs to be improved. Day-to-day financial management is good. The principles of best value are applied satisfactorily.

Staffing levels are good, and there are a sufficient number of experienced and qualified teachers, care staff and learning support staff to meet the wide range of needs of the pupils. Accommodation in the school and the residences is of good quality overall, and some is of very high quality e.g. the swimming pool; facilities are extensive. Learning resources are good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The way in which the school supports communication, independence and mobility.</li><li>• The high expectations staff have of pupils.</li><li>• The good quality teaching and learning.</li><li>• The good progress their children make.</li></ul>	<ul style="list-style-type: none"><li>• Safety in the car park.</li><li>• Some aspects of communication, including that with governors.</li><li>• Extra-curricular activities.</li><li>• Homework.</li></ul>

Inspection evidence fully supported the strengths identified by parents. There are health and safety concerns relating to congestion in the car park area, and the school has short term and long term plans in place to improve the situation. Generally, health and safety practice within the school is of a high standard. Communication with governors is improving, but could improve still further. The provision for extra-curricular activities is satisfactory, and teachers use homework satisfactorily.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Achievement and progress are good for pupils aged six to 19. They are very good for children in the Pre-School Assessment Unit (PSAU) in each of the areas of learning. Progress over time is good. Achievement and progress are very good in communication skills and in speaking and listening skills, and good in reading and writing. Achievement is good in mathematics, science, personal, social and health education (PSHE) and all subjects except information and communications technology (ICT) where it is satisfactory. This is an improved situation since the previous inspection, and pupils' progress is now more uniform over all the subjects of the curriculum.
2. Children of all abilities at the Foundation Stage in the PSAU make very good progress in all areas of learning, and some make excellent progress in communication and mobility.
3. The school does not yet set whole school targets. However, individual targets are set in pupils' individual education plans (IEPs) and these are reviewed each term. Teachers' records and school reports for annual reviews show that pupils across the school make good progress in meeting the targets set. Children's progress against IEPs is very good in the PSAU.
4. Since the last inspection, accreditation has been introduced through the Award Scheme Development and Accreditation Network (ASDAN) scheme. In 2001, 12 students aged 16 gained credits in sections of the ASDAN Transitional Challenge Awards. At Post 16, 18 students gained ASDAN Towards Independence Awards in modules of work including Starting Out, Everyday Living, Self Advocacy, and Knowing Myself. Four students gained passes in the Assessment and Qualifications Alliance (AQA) Unit Award Scheme. Eight students passed the Youth Award Scheme at Bronze Level.
5. The school has successfully introduced the National Literacy and Numeracy Strategies and this has supported very good progress in communication and good progress in numeracy skills. There is now better emphasis on literacy and numeracy across the subjects than at the last inspection and this has helped pupils' progress. The school has effective methods for promoting pupils' communication skills through using signing, pictures and symbols, and in particular, the Chailey Communication System. This, together with close collaboration with speech and language therapists, helps pupils to make very good progress in this area.
6. The school is currently exploring the use of P-Scales (measurement of pre-National Curriculum attainment), but as yet has insufficient data with which to make judgements about pupils' progress over time against these scales.

#### **Pupils' attitudes, values and personal development**

7. Pupils have very good attitudes towards school, and their behaviour is also very good; this makes a significant contribution to their good achievement. Since the last inspection, the school has provided more opportunities for pupils to take responsibility. This aspect of the school's work is now good.

8. Pupils' attitudes to work are a strength of the school. They settle quickly to their lessons in a quiet and orderly way. They show very positive attitudes, and are keen to answer questions. Many pupils can sustain their concentration for unusually long periods of time, and work collaboratively in small groups. They display sensitivity towards each other, and examples were seen of the higher attaining pupils waiting patiently for others who were less able to make a response. Parents were very positive about the values and attitudes taught by the school, and the inspection substantiates their view.

9. Behaviour in the classroom and around the school at break and lunch times is very good. It is consistently good and often exemplary in the bungalows. Relationships in the school are very good. There is a mutual respect between pupils and staff, and this helps pupils to work with confidence. They respect the equipment in the school; for example, the computers, and they have a high regard for the safety of each other.

10. Personal development is good. Pupils are given responsibility for managing their behaviour and making choices that affect them and their environment. Whenever possible they are given opportunities for independence; for example, driving their wheelchairs to swimming lessons, taking messages to the office and working independently on the computers. As they get older pupils are asked to take on more responsibility. Post 16 students bring their own equipment to school, and pupils who are able to, drive their wheelchairs independently from the bungalows to school.

11. In the pre-assessment unit (Foundation Stage) the attitudes and behaviour of the children are excellent.

12. Attendance was very good at the time of the last inspection and it remains so. There is no unauthorised absence, and authorised absence is related to the medical problems experienced by many pupils.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. Teaching is consistently good overall. Of the 67 lessons observed, five were excellent, 23 were very good, 33 were good and six were satisfactory. There was no unsatisfactory teaching. As a result, the quality of learning by pupils is also good overall. Teaching is very good in the pre-school assessment unit. There is very good teaching of mobility skills to pupils. Teachers have very good awareness of pupils' physical needs and of teaching communication skills for all pupils, particularly for those with language and visual learning difficulties across the school. Teaching is good in English overall. It is good mathematics, science, design and technology, art, humanities, music, physical education and religious education. Teaching is satisfactory in information and communications technology (ICT).

14. Teaching is very effective because staff have very close knowledge of individual pupils' needs derived from individual education plans (IEPs), care plans, pupils' records and annual reviews. This leads to detailed planning to match the specific needs of pupils. Teachers' subject knowledge is also good, and they apply this very well. Activities in lessons are very carefully chosen to be relevant, and are, where necessary, suitably adapted so that they provide interest and motivation that will stimulate pupils' learning. This is seen to work well for the school's approach to the National Literacy and Numeracy Strategies.

15. Teachers use day-to-day assessment very well, and record pupils' progress carefully. The recent use by teachers of P-scales (measurement of pre-National Curriculum attainment) has helped them to focus assessment on what pupils know understand and can do, but detailed analysis of the results of assessment over a period of time is not yet applied. Teachers make satisfactory use of homework, although there is an inconsistent approach across the school. It is used best in the Key Stage 4 and Post 16 classes. However, no attempt is made to link homework with an extended school day for resident pupils.

16. Teachers and learning support assistants (LSAs) work as a team. Relationships with pupils are generally very good and often exemplary. Pupils' behaviour is managed very well. Teachers depend on LSAs for support with the care needs of pupils, and also make best use of their wide experience and many and varied skills. There is extremely close and effective liaison and collaboration by the teaching team with the therapists and nursing staff from the local health service whom they regard as part of the wider team of professionals that supports each pupil.

17. The result of this co-operative teamwork and the consistently good standards in teaching is that the learning of pupils across the school is of a high quality. Pupils are given every opportunity to extend achievement further, to build on their success and consequently make good progress over time.

18. In the Pre-School Assessment Unit (PSAU), teaching and learning are very good overall, and are on several occasions excellent. The teachers, assistants, and therapists work together very closely as a team and provide a consistent approach.

19. Many examples of excellent teamwork that supports very good teaching are found in the PSAU; the whole team worked together, anticipating what had to be done. In an excellent lesson using the 'Story Sack', excellent relationships between staff and with children made the atmosphere in the lesson very special. Learning support assistants (LSAs) were used most effectively to involve all children and help them to play imaginatively. They used signing and made appropriate sounds to illustrate the story and make it come alive. The skills of one classroom assistant, who has had music training, were used to very good effect to get children singing and using musical instruments in order to make the sounds of rain and thunder. Very good behaviour management by the teacher helped to keep one child focused on the activities.

20. Teachers' knowledge and use of the National Curriculum has improved significantly since the previous inspection, and is now satisfactory. Teachers use the school's own curriculum for communication and personal development extremely well.

21. In a very good English lesson for lower attaining pupils in Years 7 to 9, there was very good support given by staff to each pupil to enable them to follow the story from a 'big book'. Staff used appropriate sensory props such as bells to make the lesson relevant for pupils with visual impairment. The teacher and LSAs worked hard to give pupils confidence and raise their self-esteem. The behaviour of one pupil who was being difficult, was calmly dealt with and the pupil re-directed into more positive responses. Learning by pupils was enhanced and the objectives of the lesson were achieved well.

22. In the same year groups, there was an excellent lesson in personal social and health education (PSHE) in which pupils were exploring ways of raising sponsorship for the school during the forthcoming 'China Trek' by members of the school staff. There was very good planning, use of suitable illustrative materials, video recording, artefacts and highly effective questioning by the teacher. This, together with very good contributions from LSAs in supporting pupils' use of the Chailey Communication System, helped pupils to recall past

school-sponsored events. Staff provided many opportunities for pupils to share their views. The result was very effective learning by pupils, who concentrated well and were totally absorbed in the lesson.

23. Teaching in a very good mathematics lesson for pupils in Years 2 and 3, used an appropriately adapted Numeracy Strategy to help pupils learn about shape and number. Staff used a dramatic approach with lots of fun and humour to motivate pupils when matching three-dimensional objects. They used role-play and very good questioning to support and extend pupils' learning.

24. In a very good design and technology lesson for students in Years 11 and 12, the teacher made good use of the support from a voluntary helper who is a fine arts graduate and contributes excellent ideas. Students experimented to find the best materials to create a curtain for use in their classroom. They decided that polystyrene blocks made the best material on to which they could carve leaf shapes to make a rudimentary screen print which they then applied to materials such as linen. All students shared in the experience of printing, supported by staff.

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

25. The school provides a satisfactory range of learning opportunities, and since the last inspection there have been many improvements. Policy statements and schemes of work are now in place. The scope of the curriculum is satisfactory and relevant to the needs of the pupils. The school is very effective in meeting the individual special needs of pupils with complex physical and learning difficulties.

26. The National Curriculum is appropriately adapted to make it relevant to the individual needs of the pupils. The curriculum has satisfactory content, but the rate of new curriculum development is slow. Also, because the school day is too short, time allocated through the timetable to each subject does not allow consistent support to the progress of pupils over time and across the key stages. The lunchtime session is very long, although it includes teaching time for feeding and associated care programmes.

27. The requirements of the local education authority's (LEA) locally Agreed Syllabus for religious education are met, and parents are informed of their right to withdraw their children from religious education. The overall provision for personal development and pupils' spiritual, moral, social and cultural development is very good.

28. The curriculum in the Pre-School Assessment Unit (PSAU) for children aged two to five is very good. The Foundation Stage curriculum has been adopted and adapted to provide stimulating and interesting activities for the children.

29. Pupils' entitlement to the full curriculum is not adversely affected by their withdrawal from lessons for therapy, nursing or individual help. Teachers make allowance for this time within their planning. The governing body has decided not to include a modern foreign language and has removed it, using LEA guidelines for exempting pupils from this subject. The school's special arrangements for pupils with physical disabilities help to ensure that all pupils have equal access to the curriculum and all the facilities in the school.

30. The school's strategies for teaching literacy to pupils with complex learning difficulties are satisfactory, and there is some evidence that this is helping to improve the attainment levels of the pupils. The National Literacy and Numeracy Strategies are adapted and in place. The Chailey Communication System is used most effectively to support the development of language skills. The school's strategies for teaching numeracy are good and have been implemented well, and there is plenty of evidence of improving standards in numeracy skills.
31. The school provides a satisfactory range of extra-curricular activities, and many resident pupils take part in after-school clubs and activities. These involve links with the community, as the school Scouts club meets each week and sometimes has visitors from Scout groups in the community. The range of games that are offered as part of the physical education curriculum is good and there are many games that take place after school. For example, there are tenpin bowling competitions between bungalows.
32. Outside formal lessons, a satisfactory range of sports is offered, and most pupils take part in extra-curricular sports activities. There are many opportunities for pupils to participate in drama and art events.
33. There is a wide range of visits out of school that include trips to the aquarium, the Theatre Royal at Brighton, the local cinema and shops. Pupils also take part in a residential camp during the first week of the summer holidays. There are weekly activities both on site and off site. The on-site activities include a treasure hunt, snakes and ladders, swimming, the art club and 'It's a knockout'. There are a number of visitors to the school organised by staff to support curriculum opportunities.
34. The curriculum is socially inclusive. It is planned to take account of the wide variety of ages and abilities within the pupil population. Pupils' ages are very fully considered in curriculum planning, and pupils' attainment is taken into account. The needs of pupils with English as an additional language (EAL) are planned for satisfactorily.
35. Provision for personal, social and health education (PSHE) is very good. It permeates the curriculum in meeting the fundamental aims of the school which are to develop pupils' personal independence and their ability to relate to others. Lessons in PSHE are very good. The school works very hard to prepare pupils for citizenship and adult life. It regularly provides health education instruction for pupils, and the dangers of drug misuse are very well promoted. Topics in the curriculum include the development of basic personal hygiene and self-help skills, danger and safety awareness, and understanding of the requirements of healthy living. Pupils in the primary department follow a two-year cycle of termly themes that take place weekly in 'circle time'. All secondary classes receive one lesson per week in discrete PSHE, and additionally teachers refer to relevant topics as they arise in subject teaching, and in the start and end of day sessions.
36. The curriculum for students aged 16 to 19, (Post 16), is appropriately concerned with self-awareness and self-esteem, interacting with other people in the community, and becoming aware of the physical and emotional changes connected with growing up. Post 16 students have a weekly PSHE lesson, and in addition, other programmes such as Towards Independence and the Youth Award Scheme contribute to the development of personal and social skills.



37. The governing body has decided to include sex education in the curriculum, and parents were consulted about sex education provision and informed of their right to withdraw their children from sex education lessons. At each stage, the PSHE curriculum includes sex education at an age-appropriate level, and as they become older pupils have lessons on the misuse of drugs.

38. Careers education and guidance are excellent. The future placement officer works extremely effectively in conjunction with parents, social workers, health professionals and careers officers in managing the movement of students from school to further education, residential education, day care or training. This work begins from the time of the first transitional annual review and continues until the student leaves school.

39. Pupils' knowledge of the world is very well developed through the school's work within the local community. The impact on pupils' sense of citizenship and personal development is very significant. The school makes very effective use of resources within the locality, such as local shops and places of historical interest. It regularly brings visitors from the local community into the school to broaden pupils' experience and is effective in encouraging visits from representatives of ethnic minorities. For example the visit of a Chinese lady to talk about China as part of the school's project on that country. Effective use is made of links with commerce and industry, and the school is fully committed to participation in local community events. There is a very good level of contact with local providers of education for very young children through the link with a local mainstream primary school. There are also very good links with Brighton University and Crawley College of Further Education.

40. Independent living skills are taught both in school and in the bungalows. However, there are insufficient links between the pupils' care plans and their individual education plans (IEPs) for staff to plan effectively for the extended curriculum. Whilst there are a number of ad hoc attempts by care staff to liaise with teachers and continue the theme of certain activities taking place in school across to the bungalows, there are no planned opportunities to extend pupils' learning. There are only patchy links between classroom and residence. For example, there is no direct connection between the PSHE programme in school and activities taking place in the bungalows.

41. Overall, the provision for pupils' personal, including spiritual, moral, social and cultural, development is very good. This is the product of good, and sometimes very good, teaching that incorporates the values the school wishes to see in all it provides for its pupils. There is, however, no policy or explicit direction given to this aspect of the school's work. Moral, social, and cultural development of pupils is very good. Spiritual development is good, but there is scope to extend best practice further.

42. Pupils have good opportunities for their spiritual development. A number of classes include time to reflect during the start and end of day activities. Teachers create a calm atmosphere by lighting candles and playing quiet music chosen by the pupils. Pupils share in 'thinking about', or 'talking about' what the day will bring, and later on what has been achieved.

43. Pupils learn about the values and beliefs of major world religions through assemblies and religious education lessons. In an assembly for Post 16 students on the theme of 'celebrations' there was time to consider emotions. For example, pupils were able to reflect on the celebration of the birthday of a one year old baby brought to the assembly by her mother, a student who celebrated her 18<sup>th</sup> birthday and the celebrations of the Queen's Golden Jubilee. The school values pupils' ideas and concerns and through an independent advocate pupils can share these confidentially.

44. Moral development of pupils is very good. All adults show respect towards each other and the pupils; they provide very good role models for pupils. There are high expectations of good behaviour with a reciprocal response from pupils. For example, pupils who drive power wheelchairs are expected to recognise the vulnerability of others and drive responsibly. Minor misbehaviour is managed with great sensitivity. Assemblies often pursue moral themes such as 'fairness'. Pupils help to create their own class rules. They have a clear understanding of the difference between right and wrong. For instance, they have lessons that teach the difference between good and bad drugs.

45. Pupils' social development is very good. Assemblies provide occasions when larger groups of pupils interact well with the teacher leading the assembly and other pupils. A number of subjects use the school's working environment to develop social skills. For instance, in geography pupils observe and ask questions about tasks undertaken by the nursing staff. Pupils at Key Stage 4 and Post 16 learn about various jobs by performing work experience in different areas of the school. For example, by assisting with administrative tasks in the care office. Post 16 students receive some of their teaching off the school site. For example, their social skills develop greatly when they take part in a link course at a further education college. The school arranges many visits during each year to such places as Brighton Marina, shopping centres, and a zoo. These visits provide occasions when pupils mix with members of the public, and they experience environments that challenge their social development a great deal.

46. Pupils' cultural development is very well provided for, and has improved since the previous inspection. Through assemblies, and subjects such as history, pupils explore British cultural traditions. For example, during the inspection an assembly used the Golden Jubilee celebrations and the football world cup competition to explore the theme of 'pride in your country'. Pupils learn about the cultures of other countries. For example, Year 11 pupils took part in a Chinese tea ceremony. Pupils and staff painted paper and card to transform wheelchairs into a dragon that will perform during the school's 'China Week' at the end of the term. Visiting musicians and artists also add to pupils' cultural experiences at various times in the school year.

47. The PSAU provides excellent opportunities for the children's personal development, including their spiritual, moral, social and cultural development.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

48. The quality of care is very good. Teaching staff, learning support staff and care staff all have a very good knowledge of the pupils, and respect for the pupils' dignity and independence is evident throughout all the arrangements the school makes. They are concerned about pupils as individual young people, assisting them to make their wishes clear, and enabling them as learners to shine through the life of the school. The educational support and guidance received by pupils is very good. The school has maintained the high standards noted at the last inspection.

49. The monitoring and support of academic progress is good. Teachers keep good quality day-to-day records of progress, with evaluations of what pupils have achieved. In some instances, particularly for younger pupils, these records are impressively detailed. The use of learning support assistants (LSAs) to document progress shows exemplars of good practice: for instance, a LSAs in a primary class was recording each individual vocalisation a pupil made during a reading session with a colleague. This formed part of focussed observation work on that pupil's progress in language.

50. There is a coherent system of target setting based on weekly and termly targets, which follow through to annual reviews. Significantly, these targets are shared each term with parents, and progress is reported against them. However, although the system is coherent within the school, the quality of targets is variable and there are not good links to targets within care plans. Some targets in the secondary department are not as well articulated and precise as those in other areas of the school. These are areas for development.

51. Teachers have used P-scales (measurement of pre-National Curriculum attainment), especially in English, mathematics and science, for just over a year. They were first used in end of key stage assessments in July 2001. The school has been slow to take on this method of measuring pupil progress, but it is now seen as valuable and relevant, and the school plans to use P-scales more widely and consistently across the subjects. As yet there is no attempt to use individual pupils levels on the P-scales as part of whole-school targets for pupil progress. Consequently, the school is not matching best practice seen in similar schools.

52. Procedures for assessment are satisfactory, and the outcomes are used well to inform planning. This is facilitated through the detailed daily evaluations referred to above. Assessment is good in science, where it is closely related to the National Curriculum through the use of P-scales: these are enabling the progress of individuals to be tracked. Assessment is also good in communication, and includes combined assessments with speech and language therapists; it is good in information and communication technology (ICT) as regards communication needs. In mathematics, the day-to-day assessment of pupils' responses in class is good, and targets in individual education plans (IEPs) have improved and are now satisfactory. In both English and mathematics, the use of P-scales is at an early stage and, whilst this is satisfactory, it is also an area for further improvement. Assessment is good in humanities, with good continuity provided between primary and secondary phases through the use of a commercial scheme of work and methods of assessment. In swimming assessment is good, and in other subjects it is satisfactory.

53. The monitoring and support of personal development is very good. Fundamental to this is the multi-disciplinary approach that is evident both in day-to-day working practice and in formal assessments such as annual reviews. Teaching and support staff, nurses and a wide range of therapists work effectively together to meet pupils' medical and other specific needs, and the knowledge these different professionals have of pupils is well summarised for the annual review. Pupil records are very thorough and comprehensive. Other professionals work well in support of teaching staff, particularly through delivering training.

54. All staff consistently emphasise the promotion of pupils' independence, choice and inclusion through communication and mobility. This is followed right through to future placements by a very good system of placement meetings, involving parents and pupils where appropriate. Teaching staff and learning support assistants show high standards of care in classrooms. Staff arrangements for meeting pupils' medical needs whilst in school are very good. Relationships are warm, and there is attention to detail so that pupils constantly encounter high quality personal interactions: for example, the considerable number of volunteers are given guidance prepared by the speech and languages therapists on starting and sustaining conversation with these often non-verbal pupils.

55. Care staff give a very high standard of personal care in the bungalows. The environment is attractive, well designed and personalised by pupils. There is very good rapport between care staff and pupils. The staff have routines that are well organised, and pupils are happy and secure, with their personal and medical needs well attended to.

56. Procedures for monitoring and promoting good behaviour, and for eliminating oppressive behaviour, are very good. Teaching and care records show that pupils' behaviour is carefully and sensitively monitored, and progress recorded. Some pupils make very significant progress in their behaviour as a result of this approach. There is a clear absence of any oppressive behaviour as a result of the successful implementation of the positive behaviour management policy.

57. Registers are kept well by staff, except in the Post 16 classes, where they are inconsistent and not kept up to date. Information from registers confirms the attendance figures given by the school. Support staff monitor absentees, and reasons for absence are sought from parents. Procedures are very good.

58. Arrangements for child protection are very good, with suitable arrangements for designated persons and for training. Residential pupils have regular access to an external advocate, and care staff and others are aware of procedures, as are nurses. Staff use secure and well planned procedures for addressing specific issues, as well as a system for logging minor concerns. Volunteers are trained in child protection procedures. The *Chailey Children's Charter* establishes all pupils' rights to dignity, respect and safety.

59. There is very good attention to health and safety, especially in the areas of manual handling, medical care and general care in class and around the site. A wealth of good practice was observed in school. The governors' health and safety committee has undertaken risk assessments, with assistance from teaching staff. These are comprehensive, but they need to focus more closely on how risks are to be controlled. An example would be the car park, where some concerns raised by parents concerning congested pick up times were confirmed by inspection evidence. Although the specific means to control these particular risks do not appear in the assessments, there is clear evidence in the site development plan of long term plans to improve the arrangements substantially. In the interim, governors have earmarked funds to improve the situation over the summer.

60. The care provided for the children in the Pre-School Assessment Unit (PSAU.) is very good. The complex and changing communication, medical, physical, and visual needs of pupils are very well met.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

61. Parents are well satisfied with the work of the school. Through the parental questionnaire, and through written comments, they identify many significant strengths of the school. These include the progress children make, the high quality teaching, high expectations and the effective way in which the school supports independence, communication and mobility. The parents' meeting affirmed these strengths but also raised some concerns about safety in the car park, and about communication with parents, including that by governors. The parents' questionnaire showed some doubts about homework and extra curricular activities.

62. Inspection evidence fully supported the strengths identified by parents, including those concerned with teaching and support for pupils' independence, communication and mobility. Inspectors also agreed that the car park was congested, and that parents' concerns needed addressing. The school has plans in place for both short term and long term improvements. Inspection evidence showed that extra curricular activities are of satisfactory quality, and that homework is well used by teachers.

63. The quality of information given to parents about pupils' progress is very good. The annual reviews are comprehensive and detailed and, in conjunction with the medical reviews, give parents a full picture of progress over the year. Taken together with the brief annual reports, all the required reporting of subjects is covered. P-scales (measurement of pre-National Curriculum attainment) are now beginning to be reported to parents. Parents have the chance to discuss progress twice a year through consultation meetings in addition to the annual review. They also receive their child's targets each term, with indicators of progress against these targets. As well as these formal reports, there are very good informal channels for discussing progress through liaison with teachers, learning support assistants and therapists. There has been significant improvement in the information for parents since the last inspection.

64. The general information received by parents about the school is also good. The prospectus is accessible and informative, and is supplemented by a visit by new parents to see the life of the school. Parental views on the effectiveness of this visit are tested through a questionnaire. The governors' annual report now contains all the factual information which might be expected in a maintained school, although it does not set out to explain the work of governors, including committees, in any detail. Parents have felt unsupported by governors in the past year. This situation would be ameliorated by further improved communication with governors. In addition to these sources of information, parents also receive leaflets explaining therapies, such as occupational therapy or physiotherapy, and they can get access to more general information through the library set up by the family liaison officer.

65. There is no home-school agreement in place. Nevertheless, the school does maintain effective links with parents. This includes a strong strategy for offering support at times of transition, when a placement is needed at age five, and when pupils are moving on after their time at the school is over. Good support is provided for families at these times by the work of the family liaison officer, and by the structure of future placement meetings run by the co-ordinator. Parents are welcome in classrooms, and there are very effective informal links with teaching, learning support and care staff. Overall the effectiveness of links with parents and their contribution to pupils' learning is good.

66. The partnership with parents of the children in the Pre-School Assessment Unit (PSAU) is very good. The services of the new school-based family liaison officer are very much welcomed.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

67. Leadership and management remain satisfactory. The headteacher has successfully managed the school during a period of great change and consolidation, and has secured many improvements to the curriculum, which is now satisfactory overall. There has been sustained very good provision of social, moral and spiritual education; teaching and learning is good. The headteacher has also overseen improvements to the school accommodation, which has been significantly expanded and enhanced since the previous inspection. Senior managers, who are committed and experienced, have ably supported this work.

68. The headteacher has been instrumental in bringing to the school many other strong features. There is a successful and beneficial collaboration and co-operation by the school with the local clinical health services. The residential provision of the school has been successfully developed. A re-structuring of senior staff roles and responsibilities for the residential care in the bungalows and the appointment of a care services manager have been highly successful in promoting the high quality of residential care. Performance management (an appraisal system for staff) has been successfully introduced for teachers,

care staff and administrative staff, but not yet for learning support assistants. New posts have been created to support the development of the school, such as that of personnel officer, future placement co-ordinator, and home liaison co-ordinator. Subject leaders have been appointed.

69. However, overall leadership and direction is diminished by a lack of cohesion between senior managers. Delegation by the headteacher to these managers is not without some tensions, and there have been unsuccessful changes made to the composition of the senior management group. This has affected progress on the strategic development of some key areas of the school, and left a number of weaknesses still to be addressed. The headteacher does not give sufficient recognition to the integrity of the roles of his senior managers within the terms of their job descriptions and conditions of service. In the other areas of his responsibilities the headteacher fulfils his duties well, and has the full support of the governing body.

70. The weaknesses still to be addressed include restoring the morale of learning support assistants (LSAs), which has been damaged by the threat to their conditions of service. Learning support assistants (LSAs) state that they feel demoralised and undervalued in their work. Inspection evidence indicates that they have a highly professional approach to their work; they are very experienced and well qualified, totally committed to pupils' welfare and very effective in supporting their learning needs.

71. Middle managers, such as heads of school departments and subject leaders, do not have responsibility for their own budgets. Subject leaders do not have sufficient time allocated within the teaching day to monitor their subjects across the school. Together these two factors preclude them from being fully accountable for curriculum development and pupil progress. The length of the school day is very short and the teaching timetable is poorly balanced, which impedes some aspects of subject development.

72. The governing body fulfils its responsibilities satisfactorily. A knowledgeable and dedicated Chairman of Governors has given excellent support to the leadership of the school. However, the role of 'critical friend' is not one that the staff attributes to the governing body as a whole. Governors are very hard working and conscientious, and bring many areas of expertise to help them fulfil their responsibilities. There has been improvement in the structure and organisation of the governing body since the previous inspection, together with greater representation on the governing body by parents and staff. Committees of the governing body, with terms of reference for finance, curriculum, staffing and premises, have been established and function effectively.

73. Although some attempt has been made to enable governors to have direct contact with staff and pupils in the classrooms and the bungalows, these have been largely ineffective. Staff say that they do not feel supported by governors, often feel distanced from their decisions, and do not really know who governors are or what they do. As yet, governors carry out little proper monitoring of what happens in the classrooms or bungalows, despite their best intentions or the work of a few governors who do make regular visits.

74. The leadership and management of the Pre-School Assessment Unit (PSAU.) are very good. The two teachers in charge work together very well and provide a very supportive and positive team atmosphere.

75. The school development planning is satisfactory. There is very good, comprehensive and detailed planning for the accommodation improvements and site development by the Trustees and governing body. Planning for the development of the curriculum and teaching

and learning is less focussed, lacks rigour and is indicative of a lack of urgency in its direction by senior managers. Heads of department and subject leaders do not contribute to the school development plan through action plans or any formalised monitoring arrangements.

76. The school's evaluation of its performance is satisfactory. There is good exchange and use of information between departments in the school, the residences, with other professionals and with outside agencies. The headteacher has begun a process of monitoring the quality of teaching, and has made regular observations of the lessons of all teachers over the past year. The feedback given to teachers from these is supportive and is helping to raise the quality of teaching across the school. However, the school has not yet begun to take formal steps to measure its overall performance in school based self-review. For instance, no whole-school targets are set for pupil progress, and there is as yet no established link between the monitoring of the quality of teaching and improvements in pupils' progress.

77. Staffing levels are good, and there are a sufficient number of experienced and qualified teachers to meet the wide range of needs of the pupils. Care staff and learning support staff are also very experienced, and most have appropriate qualifications. The staffing of the PSAU is excellent.

78. Provision for the professional development of staff is very good, with teachers, care staff and learning support staff engaging in a wide range of mandatory and other relevant training courses. Induction procedures for new staff are good. The school is a recognised training centre for National Vocational Qualifications (NVQs). This has promoted standards and expectations of training for care staff. A great deal of training is done 'in house', much of this in collaboration with, and supported by, the clinical health services. This is a significant improvement since the last inspection, and has largely resulted from the appointment of a personnel officer who has successfully spearheaded this development.

79. Accommodation in the school and the bungalows is of overall good quality, and facilities are extensive. Learning resources are good across the school and are very good in the PSAU. The school library has been extended and re-housed and includes computer systems linked to the Internet. It is now a very good quality resource for pupils. These are significant improvements since the previous inspection.

80. Strategic financial planning is satisfactory, given the context in which the school operates. There is good consideration of different possible admissions numbers, and effective ways have been found of dealing with this uncertainty when setting the budget. There is very helpful reconciliation between the forecast and actual positions as the year passes, showing how differences have arisen due to changes in the expected number of pupils.

81. The governors have taken some steps to reduce the deficit between fee income (money paid for each pupil's place by local authorities) and school expenditure, noted at the last inspection. This deficit has historically been funded by the moneys available to trustees. In the past two years, more realistic fee levels have been set, closer to the level required to fund the service provided. All parties recognise that this situation must continue to be carefully managed with a view to reducing the deficit still further.

82. Procedures for budgeting are satisfactory. A very basic staffing equation is used and this, together with the information on admissions, refined as far as possible, forms the major part of the budgeting process. The timetable for budgeting information is very well structured, allowing trustees and governors to have the information they need.

83. The day-to-day management of finance, and the monitoring of expenditure, is good. Where there is scope for more efficient management of finances, the opportunity is taken. The bursar carries out good monitoring of costs, such as supply or energy costs. The governors' finance committee monitors expenditure regularly, and they have good quality information to assist them in understanding variations from what was expected. Financial control is good. The school has addressed satisfactorily the few recommendations made at the last financial audit. Standards Fund money (a grant from central government) is used for the designated purposes, which are broadly delineated as school improvement and pupil progress.

84. The school improvement plan contains an intention to improve delegation within the school. Currently, subject leaders and heads of department do not have delegated budgets. This has rightly been identified as an area for improvement.

85. The principles of best value are applied satisfactorily. Good quality day-to-day management of finance ensures that procedures to ensure good value when purchasing are in place. There is consultation of parents through a questionnaire following the initial visit, and through annual reviews. There was consultation about a home-school agreement, although this was not especially successful and no agreement has been implemented. Because the school offers very distinct curriculum and care arrangements it is hard to find suitable cost comparators. However, staff do make visits to other schools to observe practice and this helps them contribute in challenging and developing what their own school offers.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. When considering the action plan, governors and staff should address the following to further promote standards.

- The governing body should take steps to increase its leadership profile in school by developing a greater awareness of teaching and learning and day-to-day events in the classrooms and bungalows, and through better communications with staff and parents.  
*(Paragraphs: 73, 76)*
- Review delegation to senior managers and their responsibilities to the senior management group.  
*(Paragraph: 69)*
- Seek the earliest resolution to settling conditions of service for learning support staff and make them part of the appraisal system to better recognise the contribution they make to the school.  
*(Paragraph: 70)*
- Introduce additional support to the curriculum by:  
*(Paragraphs; 67-78, 40, 189, 201)*
  - \* reviewing the responsibilities of the curriculum co-ordinator;
  - \* allocating budget responsibilities to subject leaders;
  - \* introducing subject action planning as part of the school improvement planning process;
  - \* reviewing the timetable and the amount of teaching time during each day to support subject development;
  - \* improving Care plans for resident pupils so that they take account of individual education plans, the curriculum for personal social and health education (PSHE) and pupils' homework needs;
  - \* appointing subject co-ordinators for music and religious education.
- Analyse data from the P-scales to support whole-school target setting for pupil progress.  
*(Paragraph: 76)*
- Instigate procedures for school based self-review.  
*(Paragraph: 76)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	55

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	5	23	33	6	0	0	0
<b>Percentage</b>	7	34	50	9	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

<b>Pupils on the school's roll</b>	<b>No of pupils</b>
Number of pupils on the school's roll	88
Number of full-time pupils known to be eligible for free school meals	14

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	<b>%</b>
School data	8.2

#### Unauthorised absence

	<b>%</b>
School data	0

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

### **Ethnic background of pupils**

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	0

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

	<b>Fixed period</b>	<b>Permanent</b>
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	0	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:**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	5.1
Average class size	5

#### **Education support staff:**

Total number of education support staff	50
Total aggregate hours worked per week	987

*FTE means full-time equivalent.*

### **Financial information**

Financial year	<b>2000-2001</b>
	<b>£</b>
Total income	2,880,521.00
Total expenditure	2,818,150.00
Expenditure per pupil	32,024.00
Balance brought forward from previous year	NA
Balance carried forward to next year	NA

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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  
Number of questionnaires returned

88
36

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	89	11	0	0	0
My child is making good progress in school.	61	36	0	0	3
Behaviour in the school is good.	69	28	0	0	3
My child gets the right amount of work to do at home.	44	41	6	3	6
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	58	39	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	25	3	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	67	31	3	0	0
The school is well led and managed.	58	39	0	0	3
The school is helping my child become mature and responsible.	53	47	0	0	0
The school provides an interesting range of activities outside lessons.	56	25	6	6	8

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

#### **PRE-SCHOOL ASSESSMENT UNIT (PSAU).**

87. The school provides for up to 16 children under the age of five within a Pre-School Assessment Unit (PSAU) alongside a larger Nursery. The Nursery provision is not the responsibility of the school and is managed by the South Downs Health (NHS) Trust. However the children are involved in many activities together, and this provides valuable experiences of inclusion with other children. At the time of the inspection there were eight children of Reception age, three attending full-time, two attending part-time and three attending pre-school or primary schools. The quality of learning for pupils of all abilities is very good, and some children are making excellent progress with communication and mobility.

88. The provision for children at the Foundation Stage is very good. There is a stimulating Foundation Stage curriculum, which is adapted to meet each pupil's individual needs. This is used to provide a very detailed assessment of the pupils' abilities, their equipment needs and their communication and mobility requirements. Decisions about future placements are based on this careful assessment.

89. Children of all abilities make very good progress in all areas of learning, and some make excellent progress in communication and mobility. Pupils settle in quickly and gain confidence in relating to the staff and each other, and this enables them to learn. Those who are frustrated by their lack of independence, mobility and ability to communicate are delighted as they gain skills in these areas, and their self-esteem is raised.

90. Children make very good progress in language and literacy, and some make excellent progress. When they arrive at the unit they experience difficulties in communication and are frequently frustrated at their inability to communicate their needs, thoughts and feelings. By the time they are five, higher attaining children are speaking in full sentences. They can, for example, name the parts of the body, and they are very motivated to communicate. Other pupils express themselves using signing and Communication System books.

91. There are close links between home and school, so children learn to transfer their skills beyond school. Pupils with more complex needs communicate by vocalising or smiling in response to experiences they enjoy. For example, they press a switch to activate the fibre optic curtain in the sensory tunnel and smile to indicate a 'yes' response to repeat the experience when the lights go out. Children learn that print carries meaning and listen and join in with signing, actions and repetition in stories from books. They make marks on paper and gain control over their ability to draw within lines. Those with more physical disabilities are given hand-over-hand help to make patterns, for example on the sails of their 'Banana Boats'.

92. Children make very good progress in mathematics. Every opportunity is used to extend their experience in all other areas of the curriculum. At age five, for example, higher attaining pupils can point to each object with hand-over-hand help and say with the adult

'One, two, three, four' in familiar contexts, such as counting the candles on one of the children's birthday cake. Other children can build a vertical tower and match circles, squares and triangles. Children with more complex needs enjoy number rhymes and occasionally respond with a smile.

93. Children make very good progress in creative development. By the time they are five, all children join in with singing, signing, vocalisation or smiling with the singing that marks the beginning of each new activity, and in the songs in 'Story Sacks'. Higher attaining children explore colour, texture, form and space when they make banana split boats. Other children have hand-over-hand help to ensure they gain a multi-sensory experience of the activities.

94. Children make very good progress in knowledge and understanding of the world. By the time they are five, they show curiosity and interest with speech, facial expression, movement or sound. For example, they use switches to operate a hair dryer and higher attaining pupils realise that they have made sailing boats move with the current of air and want to know why. Other pupils realise the cause and effect of pressing the switch and the boat moving. Those with more complex needs press the switch but have not yet understood that it is their action that has made the boat move.

95. Children make very good progress in their physical development, and some make excellent progress. When they arrive at the unit they are restricted in their ability to move, and many find this frustrating. By the time they are five, they are able to move about safely in the Unit by crawling, walking by holding onto an adult's hand, or moving around independently in a powered wheelchair. Those with more complex needs are given opportunities to come out of their chairs in a relaxing environment, and show their enjoyment of this by smiling. All pupils take part in group physiotherapy sessions that include music and singing and turn taking.

96. Children make very good progress in their personal, social and emotional development. When they start at the unit, sometimes when they are only two years old, many children are understandably anxious about being separated from their parents. They quickly settle down to the routines and stimulus of the Unit. By the time they are five they work very well in a group, take turns, share and understand the shared goals and codes of behaviour of the unit, and develop a positive self-image. A few children who experience difficulty in managing their frustrations are able to join in, and learn that their behaviour affects others.

97. The attitudes and behaviour of the children are excellent. They are completely absorbed in the exciting experiences provided for them, smiling and laughing, vocalising, signing and speaking, depending on their abilities. Their behaviour, including those who are frustrated with their difficulties, is exemplary. They tackle all challenges positively and have an independent approach, even when they require a high level of support for everyday activities. They mix with the children from the adjacent Nursery and enjoy each other's successes.

98. Teaching and learning are very good overall, and on several occasions are excellent. The teachers, assistants, and therapists work together very closely as a team and provide a consistent approach. The in-depth assessment gained is used to plan individual and group programmes that are very relevant for the children. The Foundation Stage lessons, around the theme of 'Travel and Boats' in the week of the inspection, are stimulating and exciting. For example, children float different kinds of boats in a boat shaped paddling pool alongside the children from the adjacent Nursery. They use switches to operate a hair dryer, which blows sailing boats across the pool. The expectations of children's capabilities are very high. All children are given the opportunity to be as independent as they can. Great respect

is shown for every child's dignity, and children are always given explanations before they are positioned or moved, and time to respond. The use of staff, time and resources is excellent.

99. The curriculum is very good. The Foundation Stage curriculum has been adopted and adapted to provide stimulating and interesting activities for the children around a two-year cycle of themes, which presents all areas of the work around a meaningful whole. A careful balance between individual, group and inclusion opportunities is created. Assessment for each child's resource, equipment, communication, mobility and information technology needs is made in an unobtrusive way whilst the children are engaged in the activities. This informs the Unit's approaches to ensure that all needs are met, and that decisions about the child's future placement can be made.

100. The P.S.A.U provides excellent opportunities for the children's personal development, including their spiritual, moral, social and cultural development. The ethos of the provision is excellent. The staff's high expectations of the children's potential, and opportunities for them to take initiative, make choices and become independent, pervade everything. All staff are excellent role models and the positive atmosphere and their good humour make nothing too difficult to achieve. The social opportunities and relationships between children and staff are excellent. Children go on outings, visit the sensory room, celebrate different cultures and are aware of their own achievements. If children want to know more about why they have physical and communication difficulties, great care is taken to talk to them about this. They have pages devoted to this in their communication books, so they can return to it as frequently as they need to.

101. The care provided for the children is very good. All the pupils' complex and changing communication, medical, physical and visual needs are met. The multi-disciplinary approach permeates every aspect of the provision, and the team meets weekly to discuss approaches and individual children. There is great flexibility to accommodate the changing needs of children. Assessment is very good overall. The procedures and use of assessment are very good. However, staff are aware that they record in great detail and could reduce their workload by tracking the progress of the children in a more precise way.

102. The partnership with parents of the children is very good. Support is provided to the parents as they settle their children in and they are encouraged to stay with their children as long as they want. They can also observe them through the observation window. Home-school books are excellent. For example, when children pick out words using their Chailey Communication System books at school to tell their news, these are recorded and parents write down how this relates to their child's experiences at home. The recent appointment of a Family Support Co-ordinator is having a very positive effect upon parent/staff partnership.

103. The leadership and management of the Unit are very good. The two teachers in charge work together very well, and provide a very supportive and positive team atmosphere. There are very clear objectives for the Unit, and a shared understanding for the need to be flexible to accommodate the changing needs of local education authorities (LEA) and to provide additional inclusion experiences for the children.

104. The staffing is excellent. The team includes two teachers, two assistants, a family worker, a visual impairment instructor, therapists and a nurse. The qualifications and expertise shared by the team are excellent, and there is a very high level of continuous training which ensures that staff keep abreast of national initiatives.



105. Resources are very good. There is a wide range of resources for all areas of the Foundation Stage curriculum, appropriately adapted as necessary. Equipment required for individual pupils is in place, and adapted to meet pupils' changing needs.

106. The accommodation is very good for the eight children attending the Unit during the week of the inspection, but this is the limit for effective use of space and equipment. It is spacious, bright, well organised and attractive. The children also make good use of the multi-sensory facilities of the tunnel, the outdoor playground and the room.

## **ENGLISH**

107. Pupils achieve well in English and there has been sound improvement since the last inspection. Pupils' achievement in communication and reading has improved, and they make good progress throughout the school because of the effective teaching, which is underpinned by new planning. The school has developed a sound policy and scheme of work which makes good reference to the National Literacy Strategy, and has increased accreditation for older pupils and students.

108. The strong focus on communication has been sustained and extended since the last inspection. The close relationships between teachers, learning support assistants (LSAs) and other professionals has led to the development of more consistent systems of signing, and the increased use of symbols and information and communication technology (ICT). Teachers and speech therapists, working together, are successful when they try to provide the specific manner of interaction each pupil needs, including gesture and body language, sensory cues, and signs and symbols. A variety of switches are adapted to help meet individual physical needs, together with specially adapted computer software on computers which also effectively support pupils' learning in English.

109. Achievements in communication, including speaking and listening, is very good throughout the school. Through proficient teaching, adapted to meet a wide range of individual needs, pupils learn to be understood and to understand others. A few use speech, but most use signing, symbols, pictures or objects to communicate with others. The school successfully uses the Chailey Communications System (CCS), which teachers and speech and language therapists have carefully structured for pupils with complex physical and visual needs. It can be used for both visual and auditory approaches to communication. This system is used extensively in other subjects, together with the use of ICT, to give pupils access to learning.

110. Teachers' skilled questioning and prompting helps pupils to express themselves. A few pupils speak clearly. A higher attaining pupil in Year 2 called 'wait for me' before joining in the greeting session at the beginning of the day. She was able to tell the others her news with clear speech and in complete sentences. Others in the group responded well with good eye contact, signs, and vocalisation. Year 6 pupils gleefully discussed a World Cup football match in which their favourite team won. The majority of pupils who have few or no spoken language skills are learning to communicate confidently, make choices clearly, and participate in lessons enthusiastically because of skilful teaching and good support systems.

111. Speech and language therapists work alongside teachers to contribute to pupils' targets in individual education plans and work in classrooms. A good example of this was seen with younger pupils in a secondary class in Years 7 to 9, where all but two pupils were non-verbal. The teacher and speech therapist led a series of exercises and games designed to exercise faces, mouths, lips, and tongues and to make meaningful sounds. Pupils thoroughly enjoyed this session and greatly appreciated an exercise which involved

licking chocolate and strawberry sauce from lips and mouths. All made good progress towards their individual targets. Older pupils in Year 11 developed their spoken or signed language well and continued to improve their listening and attentive skills, whilst pupils with complex learning difficulties made very good progress. They increased their eye contact, smiled, and vocalised in response to different smells, textures and music. By Year 13, students are adept at using the CCS, and skilfully use large personalised dictionaries of symbols, numbers and words to communicate successfully.

112. Throughout the school, teachers make good use of songs and rhymes to encourage communication, and pupils try their hardest with gesture, signs, and vocalisation to join in the chorus.

113. Pupils make good progress in reading. The structured and systematic teaching of pre-reading, phonics, and reading is having a positive impact on achievement. Lessons are well planned, and teachers work hard to adapt materials and resources to ensure all pupils have access to books and literacy. Consequently pupils love stories and delight in books and the library sessions.

114. In Years 1 and 2, pupils enthusiastically take part in big book sessions with excitement, laughter, and appropriate vocalisation. Teachers make stories exciting by lively presentation and providing stimulating resources. This enables pupils to participate well in both individual and shared reading. In Year 2, pupils listened to a lively rendition of 'The Tiger who came to Tea', and were quick to recognise and respond to the rhythm, humour and repetition of the story. Pupils had a good understanding of the story, and this was shown in their response to teachers' careful questions.

115. Pupils in Year 6 begin to recognise the difference between fiction and non-fiction and with the skilful support of teachers' prompts and questions, look for evidence of the two kinds in specially prepared books. Teachers' emphasis on phonics and sounds ensures pupils enjoy rhyming words. This helps to develop their vocabulary, and with the good support of learning support assistants, higher attaining pupils share their words with the other pupils in the group.

116. In Year 9, pupils choose books independently and are clear about what they like and dislike about their choices. Higher attaining pupils have a good understanding of the books they read, and demonstrate this well in their detailed answers to teachers' questions. Pupils with complex learning difficulties thoroughly enjoyed a literacy session where, with a range of 'props', the teacher read 'Winnie the Witch'. Pupils' responses were animated and they all played a part in the story, joining in at the correct parts, waving wands, donning witches' hats and saying 'abracadabra'. They showed good understanding of the story.

117. Older pupils' reading skills develop well through the direct teaching of letter sounds, word construction, and simple sentence structures. Pupils are able to access words and pictures from books using sensory cues, writing with symbols, pictures, talking books and ICT. In Year 11, pupils working on the Transition Challenge as part of their Award Scheme Development and Accreditation Network (ASDAN) course use their reading skills well and make good progress towards their targets.

118. Students in Years 12 and 13 continue to develop and make progress through a variety of accredited programmes, including work for the Youth Award Scheme, Towards Independence, the Certificate of Achievement and the English Speaking Board.

119. Pupils achieve well and make good progress in developing writing and pre-writing skills. Some higher attaining pupils in Years 1 to 6 develop pencil control and a suitable

pincer grip, and are able to trace or write over single letters. Pupils with complex learning difficulties make vertical and horizontal marks on paper with varying degrees of support. In Years 8 and 9, some higher attaining pupils are able to complete simple sentences, with minimal support, and begin to write more imaginative answers to questions and extended pieces of text on the computer. For example, one pupil described a unidentified flying object (UFO) as having 'a weird shape and it had no doors, no lights and no legs'. Pupils write their own poems and prose. They are assisted in this through teachers' skilful questioning and the use of well-selected resources.

120. Information and communications technology (ICT) is used effectively to support pupils' reading and writing in English. Teachers consistently use writing with symbols and this gives pupils good access to literacy. Pupils gain from using appropriately adapted hardware and software, for example, switching systems to show simple selections and responses. Older pupils and students continue to make good progress towards their individual targets. As they follow accredited courses, their work shows increasing confidence and independence.

121. Teaching and learning are good overall, and good at each stage. Careful planning, which supports well-structured and stimulating lessons, is a strength of teaching. Teachers know their pupils' abilities well, and effectively plan and structure resources to meet individual needs. Expert individual teaching enables even those pupils with the most severe learning difficulties to access and enjoy books. Pupils are usually highly motivated and fully involved in the task, and so their behaviour and attitude to work are good. Teachers and learning support assistants work very effectively to provide interesting lessons that include a variety of well-structured activities. The very good relationships between pupils and adults enable pupils to feel confident in trying new experiences, and persevering even when the work is difficult. Through the judicious use of praise, teachers encourage pupils to listen to each other carefully, to take turns, and to be proud of their work.

122. Pupils with complex needs respond well in lessons through vocalisation, eye pointing, signs, and gestures. Teachers and learning support staff make sure pupils know exactly what they have to do to achieve good results. Pupils work hard to produce the best work they can, which helps to maximise progress in relation to targets in IEPs. Lessons usually move at the right pace to sustain pupils' interest and assure their good concentration. Teachers generally use the ends of lessons well to assess understanding and to reinforce learning. However, occasionally these sessions are rushed or perfunctory and miss a valuable opportunity for reinforcing and extending learning.

123. Pupils use their literacy skills across all areas of the curriculum. Most lessons include tasks in pre-reading and pre-writing that reinforce literacy targets. For example, teachers use CCS, pictures, symbols and familiar words to express meaning and make choices, and they encourage active manipulation of materials and forming of letter shapes.

124. The subject is satisfactorily managed. The co-ordinators have worked hard to produce a new subject policy and schemes of work. They have introduced accreditation for older pupils and students. However, they do not have time to monitor and evaluate performance in the classroom, and there is no planning in place for future action. Resources are good and well ordered so they can be used easily. The library is attractive,

spacious and well stocked. This is a significant improvement since the previous inspection. The provision of communication aids is good, and information technology supports pupils' learning well in English. Systematic assessment procedures to monitor pupils' achievement are in place but are at an early stage of development.

## **MATHEMATICS**

125. The achievement of pupils in mathematics is good. This is because of the consistently good teaching, which is incorporating strategies from the National Numeracy Strategy. The curriculum is now satisfactory, and it has been extended and improved since the previous inspection to include a wider range of work. A particularly strong feature is the practical teaching of mathematics. The pupils enter the school with very weak mathematical skills. They achieve well and are well prepared for the next stage of their education. There has been good improvement since the last inspection.

126. In all classes, the work in mathematics is carefully integrated into classroom activities. Teachers use the 'hello' sessions to develop basic mathematical skills. They involve pupils in the registration process by counting the number present at the beginning of the school day and sequencing the days of the week. By Year 6, pupils are learning to recognise different kinds of three-dimensional shapes, such as a cylinder, cone and cube. In a very good lesson, the teacher made the lesson fun and used role-play very effectively to reinforce understanding; for example, she pretended to 'phone a friend' when asking the pupils to match different shapes. In another lesson, the teacher had prepared a range of different resources and activities based around the number three; for example, putting three toys into a bucket. Good teaching enabled the pupils to make good progress towards their target of understanding the concept of three.

127. Objects of reference (use of symbols to represent objects) are well used to teach mathematical concepts. In teaching 'one half', the teacher cut a peach in half and broke a chocolate bar in two. This was very successful in teaching mathematical language such as 'two parts', 'half' and 'whole'. Pupils receive very good support in all classes, which helps them to persevere with their tasks. A good example of this was seen where individual support for a higher attaining pupil helped her to sequence numbers from one to 11.

128. Good teaching builds successfully on early learning, and by Year 11 pupils' knowledge, understanding and skills are being developed well. Good planning and the successful application of teaching techniques from the National Numeracy Strategy was influential in helping higher attaining pupils to understand subtraction. In one lesson the pupils were playing a number game and after selecting two numbers they had to subtract them; for example 48 minus 16. With the support of the teacher they were able to use a 'number square' and apply techniques of adding on in tens to solve the problems. The higher attaining pupils were challenged by this work, and they enjoyed the healthy competition and co-operated well together as a group. The pupil who emerged as the winner was well aware that his score was 127.

129. In another class, pupils with profound and multiple learning difficulties (PMLD) were following their Award Scheme Development and Accreditation Network (ASDAN) accredited course. They were developing a clearer understanding of time by looking at events that take place in the morning, lunchtime and at the end of the day. Good teaching and sensory materials, such as chicken and mushroom pot noodles, yoghurt and bananas helped them to understand that in the middle of the day it is lunchtime. One pupil in this group signified

that it was lunchtime by choosing an apron, tapping his hand on the tray when the radio played and vocalising. Good opportunities are given to the pupils to make choices; dislikes are shown by turning their head to one side or by pulling a face. Extremely good use is made of sensory boards to simulate breakfast time.

130. In a very good lesson, higher attaining pupils were also learning about time. They were learning to appreciate that a second was a very short period of time. When asked, pupils were able to perform an action lasting for one second, such as smiling, blinking or sticking out their tongue. The pupils' concept of one minute was not as good. However, very good resources helped to reinforce their understanding. The teacher successfully used large egg timers and stopwatches to time different activities for one minute; for example, boiling a kettle or taking the register to the office. A strong feature of the lessons observed was the communication with pupils through speech, signing and the Chailey Communication System (CCS).

131. Post 16 students follow the ASDAN accredited course Towards Independence and the NAEB Certificate of Educational Achievement. The courses are practical in nature and teach life skills, particularly work related to money, measurement and graphical information. Students are engaged in meal preparation and budget planning, and go on regular weekly shopping trips. During the inspection no lessons were observed, but a scrutiny of their work showed that they were achieving well. For example, they had compared the price of drinks at college and school, found out train times and planned the cost of a journey from school to the London Dungeon. There was good quality work from students, and this showed the use of graphs and pictograms of the places that people did their shopping, and the most popular daily newspaper.

132. Numeracy skills are applied well in other subjects. Some examples of this were: getting into teams; measuring the distance pupils had thrown the javelin and timing the wheelchair slalom in the 'Chailey Commonwealth Games'.

133. Pupils' attitudes and behaviour are very good. They work hard and when asked, they collaborate very well in small groups. The pupils show a keen interest in their work and most sustain their concentration for lengthy periods of time. A mutual trust and respect can be seen between teachers and pupils.

134. The teaching of mathematics is good overall, and teachers liaise very closely with learning support assistants in planning pupils' individual work. Features of the best teaching are planning that shows clear learning outcomes; targets based on the assessment of previous learning; challenge for higher attaining pupils, and work that is very well matched to the ability of all pupils. The use of information and communication technology (ICT) is not well established across the school; a few good examples were observed, but insufficient thought has been given as to how computers can be used to enhance the curriculum.

135. The leadership of mathematics is good, but no time has been allocated for the co-ordinator to monitor teaching. Since the last inspection, the school has trained teachers in the use of the National Numeracy Strategy; this has provided a much needed structure. National Curriculum requirements are now fully met. The day-to-day assessment of pupils' skills, knowledge and understanding is good. Teachers are starting to use P-scales (measurement of pre-National Curriculum attainment) for assessment and target setting, but more work is required to refine these. Assessment is not rigorous enough to measure pupils' progress as they move through the school.

## **SCIENCE**

136. Throughout the school, pupils achieve well in science. They make good progress and enjoy their lessons. This indicates satisfactory improvement since the time of the last inspection. There has been a particular improvement in the teaching of science in the primary department. Science is now valued across the whole school and is regarded as being one of the most important subjects.

137. By the end of Year 6, pupils are making good progress. In a good lesson higher attaining pupils spoke clearly, explaining that a baby giraffe is called a calf. They understood that adult animals and their babies often have different names. For example, cats have kittens and dogs have puppies. The lower attaining pupils also made good progress, as they received a great deal of individual help from learning support assistants who helped them look through books and pictures of adult animals and their babies. Analysis of pupils' work shows that pupils are gaining well in basic concepts concerning electrical appliances. In lessons, pupils can talk with great enthusiasm about electrical appliances within their homes. They can state with a very high degree of accuracy whether or not these appliances are run from mains electricity, or whether they are battery-operated. Pupils also learn about basic electronics, and successfully constructed simple circuits using a battery, some wire, a lightbulb and a switch.

138. The curriculum includes investigative work in which teaching challenges pupils. Teachers allow pupils opportunities to explore the land around the school as part of a mini-beast project, with a focus on ants and worms, what they eat and where they live. In one class, teachers have set up a fish tank and pupils have studied the habitat of the goldfish. They have learned that a goldfish makes an ideal first pet, as it is easy to look after and has simple requirements. They also learned that a goldfish is not always gold in colour and can be black, yellow, silver or orange.

139. By the end of Year 11, pupils continue their good progress. Many pupils use the Chailey Communication System (CCS) through which they communicate with adults. In this way they are able to discuss with the teacher activities that are harmful to their eyes. Pupils understand that there are five different senses. They know that bright sunlight reflected from snow can be harmful to eyes, caused, for example, if dark glasses are not worn when someone is skiing. They know that looking directly at the sun can also be harmful to eyes. Pupils also work towards accredited units of the Award Scheme Development and Accreditation Network (ASDAN) Transition Challenge programmes of study.

140. By the end of Year 14, students continue to make good progress in science as they follow accredited courses in the 'Towards Independence' ASDAN programme.

141. Teaching is consistently good throughout the school. All the lessons are carefully planned, with specially prepared activities that are appropriate to the wide range of ability within each group. Teachers make very good use of the Chailey Communication System that enables pupils to talk with staff. The teachers and learning support staff use signing very well to support pupils' speech. They also use radio microphones and translators successfully for pupils who have some residual hearing and wear hearing aids. Teachers ensure that the pupils are busy during lessons, and keep them fully occupied with a wide range of questions. Pupils are given a variety of different tasks that they have to perform, which match their levels of ability. The high level of commitment and the enthusiastic work of the learning support staff is a great advantage to pupils, and helps them learn well and make good progress. Teachers are highly skilled in their techniques of questioning and

making lessons interesting and entertaining, for example, by using role-play to identify ways of preventing damage to eyes. Relationships between staff and pupils are very good, and staff have a very good knowledge and understanding of the individual special needs of the pupils.

142. Pupils work hard. They enjoy their lessons and have a positive approach to science. They are polite, patient and hardworking. Their behaviour is very good and they enjoy learning through observation and discussion as well as through practical working.

143. The staff use ICT very well to help them in the preparation of resources. For example, they produce large symbols, photographs and worksheets to support their lessons. Pupils of all ages use special switches very effectively in order to operate computers and equipment. The most able pupils use CD-ROMs and the Internet to do research during science lessons.

144. Science is well led by two co-ordinators, one for the primary section of the school and one for the secondary. The subject is well planned, with a clear curriculum policy and schemes of work that are in line with National Curriculum requirements, but modified well to meet the special needs of the pupils. There are good resources for teaching science. However, the co-ordinators plan to improve resources even further, particularly for investigative science. Teachers have good procedures for the assessment of pupils' work, and these are used well to record the good progress that the pupils make.

## **ART AND DESIGN**

145. There has been satisfactory improvement in art since the last inspection. The quality, quantity, and range of resources are now satisfactory. A subject policy and schemes of work are in place, and assessment systems are being developed. Teaching has improved and so pupils make good progress.

146. Pupils' achievements are good. Many pupils' physical movements are severely restricted, and their independent control is random, but through sensitive support, the clear recognition of each pupil's special needs, and a widening range of exposure to colour, design and techniques, pupils make good gains in their skills, knowledge and understanding.

147. Pupils in Year 2 make marks on paper, experimenting with ready mixed paints and using a range of tools. They make good progress in holding and pressing sponge brushes, scrapers and rollers to make random designs. They all choose their own colours and painting implements, and are beginning to become aware of the different properties and effects of different materials.

148. By Year 6, pupils begin to use a wider range of techniques, materials and implements, for example crayons, pencils, paint and chalk, to make pictures. They enjoy using dripping and splattering techniques in the style of Jackson Pollock. They make collages and group pictures using sponge sticks and brushes to mix and apply paint and glue. Pupils recognise patterns and repeats in objects in the environment. Pupils with more complex physical difficulties show preferences and choices of colour, material and shape, and with adult support use paints and glue to build up pictures in several layers.

149. Teachers give pupils good opportunities to observe nature and natural resources and so, by the end of Year 11, pupils learn to observe the detailed markings and features of still life objects. They use leaves and shells and bark to print repeat patterns on a range of materials, including tissue, acetate and cotton. Pupils learn to work in other media, such as

clay and papier-mâché. They make small clay bowls with attractive patterning, based on a North American Indian design, and decorate costumes and artefacts with paints, shells, beads and feathers in authentic colours as part of a story project. Some pupils, who were reluctant to touch or experience paint, made very good progress in tolerating the feel and texture of the materials used, and gradually enjoyed the experience. For example, in designing and making an imaginary creature the learning support assistant sensitively and skilfully introduced tactile experiences to a reluctant pupil who, by the end of the lesson, was willing to feel and use fur, feathers, plastic, paint and glue.

150. Skills and techniques are taught well. Higher attaining pupils recognise how pattern and texture contribute to the composition of pictures and paintings, and use this in developing collages. The work of famous artists is used by teachers to inspire pupils, and this inspiration is seen in the way pupils used a variety of techniques in their portfolios, such as marbling, squeezing, layering, sponging and rolling, to replicate some of the designs and textures seen in famous paintings.

151. By Year 12 and 13, as part of their Towards Independence Award Scheme Development and Accreditation Network (ASDAN) module, students use string on sticky pads to make relief print blocks, and extend their printing techniques. Their portfolios show a good range of finished work using different painting and design techniques. The work of each student is distinctly different in style, and shows they make good choices in the range of materials they selected and used. For example, some students' work is based on the stimulus of an artists' work, some on photographs, and some on the use of natural resources. Students use a wide range of materials including photographs, newsprint and natural objects, in well-mounted collages.

152. Teaching is good. Teachers have taken part in recent motivating training sessions in the subject that have renewed their enthusiasm and confidence, and this helps them to inspire pupils to do good work. They give good demonstrations and provide a range of interesting and colourful tools and materials. They plan well, and lessons are well organised and generally flow smoothly.

153. Pupils work hard and concentrate well, and behaviour is very good. Teachers and learning support assistants provide good role models, and have high expectations of how pupils should behave and of what they can achieve. As a result, pupils are keen to achieve and work hard, and learning is good.

154. Art makes a strong contribution to pupils' spiritual, moral, social and cultural development by giving them opportunities to experience art from different cultures, artists and media. Pupils take part in community projects and relevant outside activities, and exhibit their work in local colleges. They also have the opportunity of working with art students and artists.

155. Management of the subject is satisfactory. The subject managers have clear aims and priorities for the subject, and have recently led a series of valuable training sessions for all the staff. However, the co-ordinators have no release time in order to monitor teaching or evaluate work, and so are unable to fully develop the management role in the subject. The new policy document and schemes of work have made the curriculum more secure.



## DESIGN AND TECHNOLOGY

156. There has been a significant improvement in design and technology throughout the school since the time of the last inspection. Much of the design and technology in the school is focused around food technology and textiles. Achievement and progress are good by the end of each key stage.

157. By the end of Year 6, pupils have learned to use card as a construction material. Each pupil makes designs, and constructs a small box, and then all the boxes are assembled to create a large totem pole. This gives them the opportunity to work together and help each other. They share in the experience of joining materials and taking part in assembling a large construction.

158. By the end of Year 11, pupils use large plastic construction blocks to make buildings and cars as they begin to learn about structures and machines. In a project on transport, all pupils make a vehicle that will transport a chocolate crème egg without damaging it. This proves to be very popular, and there is a great deal of photographic evidence that shows how successful the pupils were in their efforts. Pupils produced many ingenious solutions involving cardboard tubes, small model boats and fishing nets. Some pupils created wheeled craft, whilst others created craft which floated. Pupils made good progress when they studied the structure of kites and then designed and made their own. Much of their work is investigative. They chose the types of materials and threads to use, and discussed the pros and cons of each material. They chose between card, paper or tissue, and selected the type of thread with which to make and fly their kite. Pupils enjoyed both the making and the flying of their kites. Some flew very successfully, and the pupils and students were able to explain why, and show some understanding of the materials they had chosen to use. Pupils worked very hard, with the help of a volunteer helper who is a fine arts graduate, to produce a printed fabric that will be used to make a curtain to hang around the sink unit in the classroom. They made printing blocks from polystyrene or used commercially prepared wooden printing blocks.

159. By the end of Year 14, students enjoy their food technology lessons as they make individual recipes of their own choice. These include chocolate cakes, apple cream buns made with choux pastry and diabetics' jam tarts. Students are very successful in their cooking. This is illustrated clearly at the end of the sessions when the baking is taken from the ovens. Students are justifiably proud of their results. Students achieve accreditation through the Award Scheme Development and Accreditation Network (ASDAN) Towards Independence programme.

160. All pupils make good progress in lessons. Their work is assessed and the results are recorded. These show that there is consistently good progress being made by all. This is due to the high level of care that is provided by the teachers and support staff that ensures that all pupils and students work at appropriate levels. Teachers encourage the higher attaining pupils to work independently wherever possible.

161. The quality of teaching is good throughout the school and this results in good progress by the pupils that follow the suitably modified courses. Teaching in one Key Stage 3 lesson was excellent. The pupils were very highly motivated by the teacher's skilful presentation of the lesson. The teacher had a wonderful relationship with the pupils, and expected the highest standards from each of them. The teacher gave a wonderful demonstration of how to break an egg. Teaching in other lessons was good and the pupils learned well because the effective teaching meant they were well motivated. The lessons were well prepared, and the activities were very appropriate to the needs of the pupils.

162. Pupils all work and behave well, and are highly motivated. They are polite to and respectful of each other, giving encouragement and praise where appropriate. They have very good relationships with the staff.

163. The specific learning difficulties of the pupils mean it is essential the curriculum is modified to meet their needs. This has been done very well, and is why there is a great focus on food technology and textiles. These are recognised by staff as areas in which pupils can succeed and develop. Pupils also use the skills they learn in different social situations, which supports their personal development. The school's design and technology curriculum thus forms a successful and significant part of pupils' preparation for adulthood.

164. Design and technology is well led and managed. There is a good selection of appropriate resources that are used well. However, the co-ordinators have no opportunity to monitor the actual teaching within the department. Good records are kept of the achievements of the pupils. These become part of the record of achievement for each pupil and they are valued highly by the students when they leave the school.

## **HUMANITIES**

### **History and Geography**

165. Pupils study history and geography to the end of Year 9. Only geography was being taught during the inspection. By the end of each stage pupils achieve well, and they make good progress over time. Analysis of pupils' work, teachers' records and classroom displays shows satisfactory achievement and progress in history.

166. In history by the end of Year 2, pupils begin to understand the passage of time. They linked the word 'new' to their toys and 'old' to the teacher's toys kept from childhood. Pupils without speech used the Chailey Communication System (CCS) well. They communicated their knowledge and understanding by pointing to symbols. In geography, they developed their awareness of different places. For example, they recognised places around the school when shown photographs. Higher attaining pupils used a mouse adapted with switches to browse through computer images of these photographs with little adult assistance.

167. By the end of Year 6, pupils' appreciation of time is extended in history. They understand that changes in the way people live occur over time. For example, they highlighted statements in CCS to show they knew that a hundred years ago water was heated over a coal fire in many homes. They handled artefacts to experience the hardship of everyday tasks in that period, such as washing clothes using a scrubbing board. Pupils compared this with the ease of washing with automatic machines today. In geography they used maps to extend their knowledge of places. For example, they knew that a world globe is unsuitable for locating local places. They visualised their journeys to school, recognised photographs of places on the route, and placed these in sequence. Pupils with complex physical needs indicated their recognition of places and their position on the route by head or eye movements.

168. By the end of Year 9, pupils have acquired knowledge and understanding of how people lived in ancient times through the telling of stories. For example, they learned about early life in the lands around the Aegean Sea through listening to the story of the 'Odyssey'. Following the theme of '*writing*', they knew that cave dwellers recorded events by painting on rock, and that the Ancient Egyptians used hieroglyphics and papyrus for communication. In geography, pupils improved their understanding of location. Pupils with complex physical needs learned to link particular places in the school with the people who work there. For

example, they visited the school nurses' station and listened to a talk from a nurse about her daily routines. Higher attaining pupils, as part of their homework, visited libraries in their home areas and discovered that not all of them have wheelchair access. Pupils observed video-film keenly, and listened attentively to gain information about other countries. For example, they found similarities and differences between the daily routines of a child in England and those of a child in Kenya. A higher attaining pupil was able to write his own answers using a computer program. Pupils used the Internet successfully in one class for homework, as part of a study of Polar Regions. The class adopted a penguin through a web site. Pupils received information by e-mail about the Antarctic area where the penguins live.

169. The quality of teaching overall is good, and two in five lessons are very good. Management of pupils is a particular strength. Teachers have a very detailed knowledge of individual pupils' learning and emotional needs. They plan work to meet these needs, so that all pupils have a task that they can achieve and so make appropriate progress. For example, in a Year 9 lesson that included a video-film on the morning routine of two Kenyan children, pupils received tasks that challenged them. Also, pupils had individual worksheets so that they could answer in relation to their level of communication. Some pointed to answers presented in CCS symbols, and others gave their answers selecting appropriate symbols in their CCS books. One pupil, who could read a summary, wrote about his own daily routine using a computer. Learning support assistants (LSAs), because they judge skilfully just how much guidance to give at particular moments, greatly add to the success of teaching. The strong team approach benefits the rate of pupils' learning enormously. There is great encouragement by staff and other pupils towards individual effort and success. Pupils concentrate hard and listen well to teachers and LSAs.

170. Pupils have very good attitudes and behaviour, because they are highly motivated by the consistently good quality of teaching and support for learning.

171. Since the previous inspection, subject co-ordination has improved and is satisfactory. There is now an appropriate scheme of work reflecting National Curriculum requirements, and assessment to record what pupils know, understand and can do. Teachers are working towards refining this assessment process still further. However, there is insufficient time for co-ordinators to monitor the quality of teaching and learning. The leadership of the school does not monitor or check the timetable so that classes receive equal attention to geography and history. The subjects make valuable contributions to pupils' spiritual, moral, social and cultural development, for example, when studying the environmental changes that threaten wildlife in Antarctica.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

172. There has been satisfactory improvement in the use of information and communication technology (ICT) since the last inspection. In the majority of lessons observed, pupils' achievement was good. The effective use of symbols and the Chailey Communication System (CCS) has been maintained. Digital cameras are now being used extensively to record pupils' achievement. Although the use of ICT has improved in subjects such as science and art, it is still not used enough to support other curriculum areas; for example, mathematics and religious education.

173. In Years 2 and 3, pupils make satisfactory progress. In one lessons they were using the multi-sensory tunnel. With the help of the teacher they pressed a switch and to their obvious enjoyment the fibre optic curtain lit up. Pressing another switch caused the kaleidoscope projector to work. The pupils began to realise that they could cause an effect with their actions. In another lesson, very good teaching, encouragement and prompting

helped a pupil to learn how to use new switches to turn the pages of a 'talking' book.

174. By Year 6, pupils make satisfactory progress and develop confidence in using switch toys and activating music.

175. In Year 8, two pupils showed good achievement working with learning support assistants to access the Internet. They were set clear tasks; one was to find the World Cup Football web site and the other had to send an e-mail to the Falkland Islands. The pupils were very patient during the logging-on process until the correct password was determined. Problems also arose because access to some Internet sites was restricted and the learning support assistants (LSAs) had to fetch the teacher to help. In spite of this, both pupils thoroughly enjoyed the lesson and showed their pleasure when the site was found.

176. By the time they reach Year 11, pupils use ICT more competently and build successfully on the good progress made in earlier years. In a good lesson they used it as part of their Award Scheme Development and Accreditation Network (ASDAN) Transition Challenge course. The teacher had planned very well, with appropriate, but different, activities for all abilities; for example, a lower attaining pupil was using large switches to draw different coloured lines. Two higher attaining pupils were preparing a slide show by adding sound to digital images taken in a previous lesson. Nearly all the pupils were very reliant on adult help. The teacher signed very well and her good subject knowledge enabled her to manage the class effectively with limited support for most of the lesson.

177. By Year 14, students successfully use ICT as part of their accredited ASDAN Towards Independence course. The teacher had prepared worksheets showing writing and symbols of a builder and a plumber. Students decided who they would contact if their washing machine broke down, then, with the teacher's help, they found the number of a plumber in a Yellow Pages directory. The students typed out the telephone numbers, which were then printed and pasted onto the worksheet. The concepts and problems of this task were very difficult for the students to understand, and they tired quickly.

178. Apart from using ICT effectively for communication, pupils are very familiar with the switches on their wheelchairs. This gives the higher attaining pupils much more independence, and they are able to make their own way to and from school and take responsibility for getting to lessons on time after break.

179. The management of ICT is good. The co-ordinator has led very successful staff training sessions and she has time allocated to work in other classes with teachers and LSAs. She is working with the Assessment and Qualifications Alliance (AQA) developing an extremely good accredited course. This year she has produced two units of work; one is Developing Images and the other is Participating in Combining Text and Graphics. However, the school has given insufficient thought to planning for the future use of ICT in the school. Currently, two different operating systems are in use, and one will soon become obsolete. None of the computers are networked in the school; this means extra expenditure on software and a considerable loss of teaching time in changing and loading different disks and CD-ROMs. There is very limited access to the Internet. Currently only two computers in the library are connected, making it impossible to teach a full class. The school is aware that assessment needs improving and the P-scales require breaking down into smaller steps.

180. The electronic engineers make a significant contribution in developing and maintaining such things as switch-boxes, the track control and avoidance sensors for wheelchairs. They have also been instrumental in developing the sensory tunnel.

## **MODERN FOREIGN LANGUAGES**

181. Since the last inspection the governing body have removed the requirement of a modern foreign language as part of the pupils' curriculum entitlement. As a non-maintained school, they are able to do this. As a substitute, the school aims to provide an annual 'Language Week' for all secondary age pupils, led by the modern foreign language subject leader, which provides good opportunities for the development of pupils' multi-cultural awareness. For example, in the year before the inspection there was a 'French Week'. Pupils practised requesting food in French and then visited a 'French Café' that was set up in the school. Posters, displays and French flags added to the atmosphere created. The school is also developing an AQUA (Unit Award Scheme) for non-verbal pupils to use their Chailey Communication Systems (CCS) to choose French words. During the week of the inspection, Post 16 students, who were being taught by a volunteer, made French *crepes* and the ingredients were written in French as well as English. Each class also adopted a country as part of their involvement in the Football 'World Cup' events.

## **MUSIC**

182. Pupils' achievement in music is satisfactory throughout the school. They make good, and sometimes very good, progress in lessons, but this is not sustained over time.

183. Throughout the school pupils love music and singing, and respond with pleasure to live and taped music in assemblies, drama and music activities and lessons. In Year 2, pupils enjoy songs with actions, and respond with learned routines, signs, and vocalisation. They greet the song 'Put your hands in the air' with delight, and try their hardest to perform the actions independently. They hold their heads up and sustain good eye contact, and make sounds or sing with the teacher and the learning support assistants.

184. Pupils in Years 3 to 6 choose and play a range of unpitched percussion instruments to accompany their favourite songs, learning to stop and start at the correct times and to stay silent while others are playing. Higher attaining pupils know the names of some of the instruments. They can identify them from pictures and are aware of the different sounds they make. With adult support, pupils clap to the beat of the music and become aware of changes in tempo. A few pupils can clap a steady beat along with a variety of rhythmic patterns which the teachers lead. Pupils follow the class 'raps' which begin and end the lessons with great enjoyment. They make good progress in co-ordinating hands and other body movements in singing games. They begin to develop an understanding of the loudness and softness of sounds, and touch and play some notes on the guitar.

185. Pupils also begin to select instruments with more discrimination for sound stories and songs. For example, in a drama and music group, pupils chose and played instruments to represent noises in 'The Scary Castle', a song with sound effects. They enjoyed the accompanying guitar and the choruses of the song. With obvious delight and some adult support, they made noises like creaking stairs, ticking clocks, squeaky doors and flapping bats' wings. Some pupils are beginning to understand differences in pitch and rhythm in music. Pupils with complex difficulties show clear choices and preferences; they reach out for instruments and develop good understanding of cause and effect.

186. By the end of Year 11, pupils sing and play with awareness of others, stopping and starting at the correct time. They play and recognise different instruments and some acquire satisfactory control on percussion instruments. They participate willingly and confidently in a musical performance. For example, as part of a project on China, pupils took part in the performance of a dragon dance. They listened to the Flower Drum Song played on the piano, two pupils sang a duet, others vocalised or played maracas or shakers, keeping time to a simple rhythm, and some took part in a performance of a dragon dance.

187. The quality of teaching is good. Teachers plan carefully and provide exciting and stimulating experiences for pupils to enjoy. As a result, pupils in all year groups respond well to music. Activities are generally well matched to pupils' individual needs, and pupils participate at all levels. Relationships are very good, and teachers manage behaviour well through structured approaches and a very good knowledge of the pupils.

188. In most lessons, pupils maintain a good level of interest and concentration, and they enjoy the experience of making music together.

189. Although the school has made satisfactory improvement in the planning and provision for music since the last inspection, assessment is still at an early stage and despite the school's best efforts, there is no specialist teacher for music. This means there has been slow development in the subject. The subject is organised by individual class teachers and although they have detailed knowledge of their pupils there is no accumulated knowledge of pupils' progress as they move through the years. The lack of a subject co-ordinator has a negative impact on pupils' learning. The school is aware of this and regard it as a priority area for development.

## **PHYSICAL EDUCATION**

190. Pupils' achievements in physical education are good. There has been satisfactory improvement since the last inspection. A better balance has been achieved in the curriculum, with gymnastics, games and dance now being taught. Teaching is good overall and the teachers' knowledge of the National Curriculum has improved and is now satisfactory. Swimming has recently been reorganised, and a co-ordinator appointed to implement and develop the programme. The teaching of swimming observed during the inspection was of a very high quality.

191. By Year 6, pupils are learning to develop their knowledge and understanding of team games. In a game of 'Chailey Cricket' the pupils were aiming to knock the skittles off a stool. The higher attaining pupils were able to move up to the stools independently in their wheelchairs and to knock the skittles off with a ball. They did this with far more accuracy than the lower attaining pupils because of their better co-ordination. Learning support assistants helped lower attaining pupils. Much of the work was aimed specifically at developing mobility, confidence and social skills such as listening, following instructions and taking turns.

192. In a very good swimming lesson, the teacher demonstrated to the pupils how she wanted them to 'bob' up and down in the water. The pupils listened carefully, and with the assistance of the learning support assistants, they joined in very enthusiastically. The pupils showed their obvious pleasure at being in the water and expressed this with a smile or vocalisation. Teamwork was encouraged, as the pupils got into two teams and raced

across the pool carrying numbers, which was a good link with mathematics. All the pupils enjoyed this competitive element, and became quite excited as the race neared its climax. Staff followed safety procedures very carefully, and all staff are well trained in handling pupils and using hoists.

193. In Year 11, the pupils were involved, as part of their accredited Award Scheme Development and Accreditation Network (ASDAN) course, in developing a positive self-image. In the week of the inspection the theme was the 'Commonwealth Games'. A pupil paraded with a large replica of the Indian national flag, Indian music was played and a joss stick was lit to provide ambience and sensory stimulation. The pupils watching the parade were encouraged to turn their heads, look carefully and make eye contact with the participants. The parade was followed by an excellent demonstration of rhythmical gymnastics by the teacher and learning support assistant: a very good example for the pupils to aspire to. Following this, the pupils worked well in small groups, and their achievements were recorded using digital images.

194. In another good lesson in Year 11, the Commonwealth Games theme was used to host the Chailey Games. The teachers leading the main part of the lesson organised the pupils effectively into teams that represented England, Australia, Canada and India. There were four events; each team participated in all events and the results were recorded. The pupils thoroughly enjoyed the session, participated enthusiastically in the competition and achieved well. There were good links made with mathematics; for example, the timing of the wheelchair slalom, and measuring the length pupils threw the javelin. Lower attaining pupils were assisted very effectively in the throwing events by teachers and learning support assistants. The lesson also promoted good cultural development.

195. Post 16 students warmed up well, stretching their arms and moving their heads and shoulders before participating in a game of skittles. The teacher recapped the rules of the game well, captains were nominated and each chose members for their teams. The students participated by rolling the ball down a chute towards the skittles. All participated, in spite of their severe difficulties with mobility.

196. The subject is satisfactorily managed, but currently no time is allocated for the co-ordinator to carry out her role. She is working hard to develop staff skills, and is involved in team teaching in the upper part of the school; this is helping staff to develop new ideas and give them confidence. However, further training is required for a number of staff. Assessment is satisfactory, but further work is required to develop the P-scales. Good use is being made of the digital camera to record achievement. The therapists work closely with teachers and pupils regarding problems with mobility.

## **RELIGIOUS EDUCATION**

197. Religious education is satisfactory. During the time of the inspection, it was possible to observe only one discrete religious education lesson. It is therefore inappropriate to make detailed judgements on the quality of teaching. However, from the analysis of pupils' work, teachers' records and annual review reports, it is clear that pupils make satisfactory progress.

198. By the end of Year 6, pupils have learned about different cultures, their customs, food, dress and ceremonies. They talk about themselves and what they look like. They discuss their homes, families and friends. Pupils also learn of the major festivals in the

Christian calendar. There are also cross-curricular links with food technology as pupils prepare Easter biscuits and Christmas cakes. They also make Easter cards and Easter nests as they prepare a celebration meal. Pupils bake hot cross buns and learn about the religious relevance of the ingredients and the design of the bun.

199. Teaching is based on the Redbridge Syllabus, which is an approved syllabus. The curriculum is therefore satisfactory, as it is appropriate and well balanced. The school's policy promotes the two-year cycle of themes that change each term. There are good links with the community through the work of a local vicar who works in the school as chaplain.

200. Much of the religious education is taught during 'circle time' and during school assemblies. The school timetable does not identify clearly the times when religious education is taught. There are regular religious education weeks when the whole school focuses on religious education, and the last one took place in March of last year. There is no designated religious education co-ordinator, as the post holder left recently. As a result, the management of the subject is currently unsatisfactory.

201. The school is aware of the shortfall in the planning and presentation of religious education, and plans to make an appointment to fill the position of religious education co-ordinator.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

202. Overall provision for PSHE is very good. In each year group pupils achieve well and make good progress over time, including pupils with additional special educational needs (profound and multiple learning difficulties).

203. Before they enter the main school pupils learn to take part in many social activities that develop their ability to share and co-operate. For example, they enjoy dressing in colourful costumes to celebrate cultural festivals such as Divali and the Chinese New Year.

204. By Year 2, pupils learn to anticipate and respond to their turn in 'circle time' activities. Pupils use their Chailey Communication System (CCS) books to express what things make them happy, sad, angry or scared. Pupils develop their interpersonal skills through visits and friendships made at a local primary school. They improve co-operation through sharing in activities such as visits to places of interest, and celebrating Christmas by acting in a nativity play.

205. By Year 6, pupils learn that it is important to recognise that they don't all like the same things, and they learn from listening to another point of view. They extend this learning to people with different cultural backgrounds, languages, and beliefs. Pupils increasingly enjoy the recognition they receive for their effort and achievement, for example at school prize-giving ceremonies and in assemblies.

206. By Year 11, pupils understand what they give to and receive from relationships. They choose between healthy and harmful foods. Using CCS, they indicate their knowledge of body changes for boys and girls at different ages. Pupils understand how to use first aid, when a person needs to go to hospital, and how to get emergency help.

207. Post 16 students receive very good preparation for adult life. For example visiting speakers inform them of the services that support young adults with disabilities. With appropriate support, they ask the visitors questions. Students gain much confidence and self-esteem through work experience in the school. For example, one student works for one



afternoon a week in the care office. The student undertakes photocopying and other tasks organised by administrative staff. Students also learn through participation in activities at a local leisure centre coached by further education college staff. Such experiences give excellent opportunities for developing relationships and students consequently make very good progress.

208. Teaching is very good overall, so learning is very effective and enjoyable, although it was only possible to observe secondary classes during the inspection. Very carefully planned lessons engage pupils in active learning. For example, Year 11 pupils gained very good understanding of the culture in another country. The teacher, dressed in a silk kimono, took the role of hostess at a Chinese tea ceremony. All the artefacts were very well prepared, and proper caution was observed with boiling water. The ingredients used in different teas were smelled and tasted and this clearly stimulated the pupils. They will long remember the dignity the Chinese give to drinking tea.

209. Pupils learn to act responsibly towards animals by observing the conditions in which they live. In a Year 8 lesson the teacher chose snails for pupils to study because some pupils are allergic to furry animals. Pupils recalled where snails are found. They created a 'snail hotel' with soil, sprayed water, and vegetation because they understood snails need these for life. When they covered the snail container with a paper lid, they made holes so air could enter. Pupils show good progress by recalling previous learning and linking it to a current topic. In a Year 9 lesson, the teacher made excellent use of a video-film of a pupil's triathlon. It helped pupils recall this school fund-raising event, and gain a clear understanding of the term sponsorship, and the effort involved in raising money. In another part of the same lesson, teaching motivated pupils further, with the use of artefacts, to describe a proposed trip to China to raise money for the school. One pupil recognised a coolie hat and said workers in paddy fields use them. A pupil with visual learning difficulties felt the features of a carved wooden mask so the teacher's description had clearer meaning for her.

210. Learning support assistants (LSAs) provide pupils with well-judged support so that they learn by doing tasks, as far as possible independently. Pupils have very good attitudes to the subject because they are so well motivated by interesting lessons. They fully meet teachers' high expectations of behaviour.

211. The co-ordinators lead and manage the subject well. They have written papers for staff discussion on how the subject should develop when it is reviewed next term. The scheme of work is appropriate and gives consistency across the school. However, the co-ordinators do not monitor teaching, so they have no overview that could inform the spread of some very good practice. There is no direct link for resident pupils between PSHE lessons and their care plans.