

INSPECTION REPORT

VALE RESOURCE BASE

Tottenham

LEA area: Haringey

Unique reference number: 102176

Headteacher: Gerald Hill

Lead inspector: Mike Kell

Dates of inspection: 23rd – 26th February 2004

Inspection number: 259038

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special (physical disability)
School category:	Community
Age range of pupils:	2 – 19 years
Gender of pupils:	Mixed
Number on roll:	77
School address:	c/o Northumberland Park Community School Trulock Road Tottenham London
Postcode:	N17 0PG
Telephone number:	020 8801 6111
Fax number:	020 8801 1140
Appropriate authority:	Governing Body
Name of chair of governors:	Jim McKean
Date of previous inspection:	5 th – 8 th October 1998.

CHARACTERISTICS OF THE SCHOOL

Vale's designated roll is 85 pupils, which is approximately average for a school of this type and age range. Currently, 77 pupils attend the school. The school is dispersed over five sites, which it shares with mainstream partnership schools. Northumberland Park Community School houses the administration and secondary and post-16 departments. This is the base for 35 pupils in four classes. Six pupils are included full time in the mainstream school and a further 16 attend some lessons there. Younger children and pupils, aged two to 11 years, who require a specialist base for most of their learning but who can integrate into some mainstream classes, attend either Lancasterian Infant or Junior School. There are four classes and this is the provision for 29 children and pupils. Two pupils are included full time in the mainstream school, a further two are included for a significant amount of time and all remaining pupils integrate with pupils from their partnership classes in the main school for part of the week. There is another group of pupils aged five to 11 years who, with support, integrate full time in mainstream classes. This group of 13 pupils attends either Belmont Infant or Junior School.

There are twice as many boys as girls in the school and all pupils have a Statement of Special Educational Needs for their physical disability, or are undergoing statutory assessment. Pupils' levels of attainment on entry to the school are well below national expectations. Vale is a member of a family of nine schools within the Haringey Zone of Excellence, which is an education action zone in north east Tottenham. The school has a wide socio-economic mix as it takes pupils from a large geographical area. Most pupils live within the Haringey local education authority but some pupils travel from other London boroughs such as Islington, Hackney, Enfield and Barnet. Vale is very rich multiculturally. Pupils from very many ethnic backgrounds attend the school although none are at the early stages of learning English.

Since October 2003 the school has been formally recognised by the local education authority as offering an advice and consultation service to local mainstream schools to support teachers in their work with pupils who have a physical disability.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13101	Mike Kell	Lead inspector	Science Music Personal, social and health education and citizenship French English as an additional language
11041	Marvyn Moore	Lay inspector	
2866	Bob Battey	Team inspector	English Art and design Physical education History Foundation Stage
23411	John Baker	Team inspector	Mathematics Information and communication technology Design and technology Geography Religious education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Vale is a very good school that is very well led and managed. Very good teaching promotes pupils' and students' learning and they achieve very well. The excellent school ethos results in pupils behaving very well and having very good attitudes to their work. They make very good gains in all aspects of their personal development. The school provides good value for money.

The school's main strengths and weaknesses are:

- The very good quality leadership and management provided by the headteacher and senior staff have a significant impact on the quality of education provided.
- Pupils make very good gains in acquiring new skills, knowledge and understanding.
- The school is totally committed to inclusion opportunities for all pupils. Excellent links with partnership schools and very strong links with the community enhance pupils' learning.
- There are excellent procedures for ensuring pupils' care, welfare, health and safety which relate extremely well to the input of a range of therapists.
- A variety of communication systems and electronic aids are used very well to involve all pupils.
- Very good links with parents contribute positively to pupils' learning and development.
- Accreditation opportunities for Year 11 pupils in the base are too restricted.
- Assessment procedures are inconsistent between subjects and across sites.
- Budgeting does not identify the planned purpose of accruing surpluses.
- The co-ordination of different subjects does not follow a clear rationale.

The school has made good improvement since the previous inspection, with progress having been made in a number of areas. The key issues relating to fulfilling statutory requirements have been addressed effectively and pupils' spirituality is now promoted very well. Assessment procedures and subject management have both improved but further work is needed. More effective teaching means that pupils' learning and achievements have improved. There have also been improvements in provision for pupils' moral, social and cultural development. Links with partnership schools and the community have also improved now that the bases have settled into their new locations.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	In relation to individual targets in:	
	Subjects of the curriculum	Personal and social education
Year 2	Very good	Very good
Year 6	Very good	Very good
Year 9	Very good	Very good
Year 11	Very good	Very good
Year 13	Very good	Very good

Inspectors make judgements in the range: excellent, very good, good, satisfactory, unsatisfactory, poor, very poor.

In relation to their prior levels of attainment and capability, **boys and girls of all ages achieve very well.** Pupils with additional learning needs achieve equally well.

Pupils' and students' very good progress is due to the overall very good quality teaching and adult support that is available across the school. Children in the Foundation Stage achieve very well across the areas of learning. Pupils achieve very well in English, information and communication technology (ICT), art and design, French, physical education and personal, social and health education (PSHE) and they make good progress in mathematics, science, history, geography, religious education and design and technology. There was insufficient evidence to judge achievement in music. Pupils who are included in Northumberland Park have many opportunities to follow a range of accredited courses that motivate them and provide appropriate degrees of challenge, but there is limited accreditation offered by the resource base itself.

Pupils' and students' attitudes and behaviour are very good. Attendance is good and **provision for the spiritual, moral, social and cultural development of pupils is very good.**

QUALITY OF EDUCATION

The school provides a very good quality education for its pupils. **Teaching and learning are very good overall.** Teachers know pupils' needs very well and therefore they manage them extremely well, based on excellent relationships and the appropriate use of praise. They have very high expectations of pupils' attitudes and behaviour. Special needs assistants make a very significant contribution to pupils' learning. Pupils are supported extremely well when they are included in mainstream lessons. A variety of communication systems and aids are used very well to involve all pupils in activities. Detailed planning provides pupils with activities that build on their prior learning although, on rare occasions, expectations are over optimistic. Assessment procedures are inconsistent between subjects and across sites.

The school provides a good range of worthwhile curricular opportunities. Pupils' individual curriculum needs are extremely well met through the inclusion links with partnership schools but the breadth and balance of the curriculum they receive is not always well monitored. Very good extra-curricular opportunities are provided on all sites. Pupils with additional needs are enabled to access all elements of the curriculum because of the extremely well organised liaison with medical and therapeutic services. A good range of accredited courses is offered to pupils in Years 10 and 11 through inclusion, but provision within the base itself is limited. Pupils are very well prepared for the next stage of their education.

The school is extremely caring and offers an exceptionally high standard of care, welfare, and health and safety. Very well informed support, advice and guidance are made available to all pupils as they progress through the school. Pupils' views are encouraged very well and the school acts on suggestions wherever practicable.

The school's very good links with parents contribute positively to pupils' learning and development. There are very good links with the community and excellent links with partnership schools. The school provides good outreach support to teachers in mainstream schools.

LEADERSHIP AND MANAGEMENT

Governance of the school is good and governors ensure that all statutory requirements are met. The **leadership** of the headteacher and other key staff **is very good.** The effectiveness of **management** within the school **is very good.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents overwhelmingly agree that their children like attending Vale. They are unanimous in agreeing that the school seeks their views and takes account of their suggestions and concerns. Pupils enjoy going to school and participate enthusiastically in what the school has to offer.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- Ensure that the assessment of pupils' achievements is consistent and focused on what they have learned, with levels assigned and regularly moderated across all sites.
- Extend the accreditation opportunities for Year 11 pupils who integrate the least.
- Ensure that financial surpluses are budgeted for and link in with the school's strategic planning.
- Review and amend the rationale for subject leadership and management in order to improve long-term planning and to utilise the subject expertise of members of staff.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, in relation to their prior levels of attainment and capability, pupils of all ages and across all sites achieve very well and make very good progress. Boys and girls make similarly very good progress and those with additional learning needs achieve equally well.

Main strengths and weaknesses

- There have been good and, in the case of some subjects, very good improvements since the last inspection. As a result, pupils make very good progress overall.
- Pupils' achievements are extended exceptionally well through the school's links with partnership schools and colleges and alternative off-site education providers.
- Pupils in all years achieve very well in their personal development.
- Pupils who are included in Northumberland Park have many opportunities to follow a range of accredited courses that motivate them and provide appropriate degrees of challenge, but there is limited accreditation offered by the resource base itself.
- Teachers are very skilled at promoting the skills of literacy and ICT in all subjects and they develop numeracy skills well.

Commentary

1. Children in the Foundation Stage achieve very well overall across the areas of learning. Pupils achieve very well in English, ICT, art and design, French, physical education and PSHE and they make good progress in mathematics, science, history, geography, religious education and design and technology. There was insufficient evidence to judge achievement in music. Overall, these standards represent good improvements on the findings from the previous inspection when achievement was judged as very good only in English and was no better than satisfactory in a number of subjects or for particular year groups.
2. Pupils with additional special educational needs in all year groups achieve very well. This very good progress is promoted by teachers' and pupils' use of communication aids. Teachers across all sites are skilled in using a range of alternative and augmentative communication systems such as signing and symbols as well as text. Pupils respond using a similar range of systems as well as personal communication books. In addition, they have access to a comprehensive range of high technology aids, such as switches and light pointers, and modified computer hardware involving screens, keyboards and mouse that ensure equality of opportunity.
3. A second significant factor accounting for the standards that pupils achieve is the input of a range of adults involved with their education. Links with other professions are a very important in maintaining pupils' physical development and extending their communication skills. Very close working relationships with physiotherapists, occupational therapists and speech and language therapists result in pupils' variety of needs being addressed in an holistic way. This means that pupils are as well prepared for learning as they can be and some special needs assistants have been trained to implement specialist programmes between therapy sessions. This arrangement maintains continuity of the exercises and activities with minimum disruptions to learning. Special needs assistants are an important ingredient in ensuring that pupils achieve so very well. They work very smoothly with teachers to ensure that all pupils participate fully in lessons and are included in all activities.

4. Excellent links with partnership schools and local colleges provide opportunities for pupils to succeed in subjects that are not available in the resource bases. All pupils benefit from these opportunities and the arrangement means that pupils on the Northumberland Park site can take public examinations like the General Certificate of Secondary Education (GCSE). Accredited courses such as the Certificate of Educational Achievement (CoEA) Entry Level are available in the base for pupils who are included less frequently, but the range is limited and none is available in some subjects, such as science. This area requires further development. Post-16 students gain suitable accreditation for their work through ASDAN (Award Scheme Development and Accreditation Network). Pupils achieve very well when they go out into the community. Work experience opportunities with off-site providers, like 'Action for Kids', give pupils the chance to develop specific skills and to practise personal qualities like collaborative working.
5. The promotion of pupils' personal development is a key feature of the school's aims. This is evident in its ethos and all the work that it does. Realistic and achievable personal improvement targets appear in clear and well written individual education plans (IEPs). Pupils make very good progress in achieving these. The school's very good provision for PSHE provides more formal, planned opportunities to promote all aspects of personal development. The school uses these opportunities very well, particularly developing situations in which pupils feel confident and comfortable about expressing their views and feelings.
6. Skilled teachers ensure that pupils' language and literacy skills are promoted very well through other subjects of the curriculum. They provide extensive opportunities for pupils to improve elements of their communication, such as speaking and listening through well managed discussions, and the acquisition of key subject vocabulary through the use of reference books and the Internet. However, on occasion teachers miss opportunities to develop and extend pupils' writing. Teachers' support of pupils' learning of mathematical skills through other subjects of the curriculum is satisfactory. Skills are promoted well in activities like counting in science and French and measuring in design and technology but, generally, planning does not routinely identify opportunities when numeracy skills can be reinforced. Pupils' achievements are enhanced through the use of new technology. Its use as a communication aid enables pupils to access very effectively a very wide range of learning opportunities. It is also used to very good effect to extend and support learning, with many subjects providing opportunities for pupils to rehearse their developing ICT skills.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance is good and provision for the spiritual, moral, social and cultural development of pupils is very good.

Main strengths and weaknesses

- Relationships in the school are excellent.
- The school is very effective in developing pupils' confidence and self-esteem.
- Pupils have a very good respect for the feelings, values and beliefs of others.
- The school promotes in all its pupils a strong sense of community involvement.

Commentary

7. Attendance levels are good throughout the school and this has a positive impact on pupils' achievements. There are good procedures to promote good attendance and the school is thorough in monitoring and following up absence, which is generally due to medical reasons. Punctuality to lessons is satisfactory during the day, but the first lesson often starts late because of difficulties with transport.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	10.6%
National data	10.7%

Unauthorised absence	
School data	0.4%
National data	0.5%

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

- The school is very successful at promoting relationships, which are excellent. Teachers, special needs assistants and pupils relate very well to each other and this has a very positive impact on learning and the progress that pupils make. The caring atmosphere promoted by all teachers and support staff creates in pupils an enthusiasm for learning and encourages them to concentrate and persevere on tasks they are given. As a result, all pupils in the school have very good attitudes to their learning and display very good behaviour, both in and out of lessons. Staff expect pupils to behave well and they respond positively. Consequently, lessons proceed at a brisk pace and without disruptions as pupils learn in a calm atmosphere. Pupils display the same attitudes and commitment when they are included in lessons in partnership schools, and post-16 students behave very responsibly and try very hard when they visit off site-education providers like 'Action for Kids'.
- The consistently high level of expectations of staff, coupled with the wide interaction with partnership schools and the community, ensure pupils make very good gains in their personal development. This begins in the Foundation Stage when children make very good progress in their personal, social and emotional development. Adults are consistent in their expectations and so children know what is expected of them and therefore they quickly develop appropriate ways of behaving. This very good progress continues as pupils move through the school; their levels of confidence and personal and social skills improve noticeably during their time at Vale.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
Black or Black British – Caribbean
Any other ethnic group

No of pupils on roll
10
11

Number of fixed period exclusions	Number of permanent exclusions
4	0
2	0

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

- Spirituality is promoted well by the school and has improved since the last inspection, when it was described as unsatisfactory. Themed daily assemblies are held and their contents enable pupils to join in acts of collective worship and experience times of quiet reflection.
- The school is very successful in promoting in pupils the principles that enable them to distinguish right from wrong. Pupils' moral development is promoted very well through the school's ethos and, more formally, through PSHE lessons and Circle Time. As a result, pupils are expected to respect their own, others' and school property and are well aware of the responsibilities of living within a community. The few class rules are easily understood and respected by pupils.
- Pupils' social development is promoted very well within school and when they are out in the community. They show good levels of awareness and concern for each other. A number were seen regularly helping and supporting each other. Pupils demonstrate this confidence particularly well when they interact with children and pupils in the partnership schools. They enjoy being given opportunities to take responsibility, such as membership of the main Northumberland Park school council and the role of peer mentor.

13. Different cultures and Christianity and other faiths are acknowledged in many ways. Pupils' understanding is enriched well through visits to a range of cultural establishments including museums, galleries and many places of worship such as a Sikh Temple, Greek and Christian Orthodox Churches and St. Paul's Cathedral. Visitors into school, and recognition in acts of collective worship, develop understanding of different festivals and celebrations. Subjects like art and music enable pupils to learn about different cultures and times. Pupils' cultural awareness is developed very well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The school provides a very good quality education. Teaching is very good overall. Therefore, pupils and students learn very well and make very good progress in developing new skills, knowledge and understanding. Lessons also make a very good contribution to pupils' personal development. Assessment procedures are satisfactory but require further refinement and development.

Main strengths and weaknesses

- Teachers know their pupils, and their needs, very well and therefore they manage them extremely well.
- Excellent relationships and the appropriate use of praise and encouragement underpin teachers' very high expectations of pupils' attitudes and behaviour.
- Very strong teamwork means that special needs assistants make a very significant contribution to pupils' learning.
- Pupils on all sites are supported extremely well when they are included in mainstream lessons and so they make significant gains in learning.
- A variety of communication systems and aids are used very well to involve all pupils in activities.
- Detailed lesson planning enables pupils to be provided with activities that build on their prior learning although, on rare occasions, expectations are over optimistic.
- Resources are used very well to motivate and involve pupils.
- Assessment procedures are inconsistent between subjects and across sites.

Commentary

14. Few lessons involving post-16 students were observed, but the overall quality of teaching and learning is very good across all sites and for all age groups. Lessons have many strengths and are very rewarding experiences for pupils and students. Teachers are extremely well prepared and classrooms are organised and structured. Teachers have high expectations of pupils and they manage their behaviour efficiently and with minimum fuss and this is underpinned by the quality of relationships, encouragement and trust that feature in all lessons. Lessons are orderly and pupils understand, and follow, well established routines. Therefore, they settle very quickly, listen carefully to what they are asked to do and respond positively and amiably. As a result, time is used very efficiently as lessons are busy sessions during which pupils try very hard, approaching their work with very impressive interest and enthusiasm.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (14%)	14 (34%)	14 (34%)	7 (18%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. Very high quality two-way communication contributes greatly to pupils' very good achievements. Pupils' successes in learning are underpinned by the communication expertise shown by adults, who use a variety of alternative and augmentative communication systems such as signing and symbols as well as text. However, the promotion of speaking and listening skills does not suffer as a result. Adults are skilled at conducting oral sessions; they both give information and use questions to probe for evidence of learning. Many discussions take place in lessons and so pupils get used to expressing their own views orally and listening to those of others and develop increasing maturity in doing so. Inclusive sessions in partnership schools are very influential in this respect as Vale pupils interact so very easily with their peers that this requires them to be part of the hustle and bustle of busy classrooms in Belmont and Lancasterian schools as they talk and collaborate together.
16. The school also employs a comprehensive range of high technology aids, such as switches and light pointers, to support pupils' communication. Adults are adept at encouraging pupils to use these devices in order to enable them to participate fully in lessons as well as encouraging their personal development as they can express choices and make independent contributions. In addition, their use of special access devices like touch screens and modified keyboards and computer mouse ensure equality of opportunity as all pupils can access computers.
17. Lessons are very well planned. Plans have clear aims that are based on pupils' targets and therefore interesting activities are provided that are appropriate to their age, interests and abilities. The plans identify what pupils are expected to learn and show clearly the activities that have been chosen to develop subject-specific skills, knowledge and understanding. Lessons are well structured in three parts, an introduction followed by the main teaching activity and a final plenary session which teachers generally use well to evaluate pupils' learning. Frequently, pupils are further motivated by teachers' choice and use of good quality learning resources, including materials that are adapted and tailored to enhance the learning of pupils with additional needs. Very occasionally, teachers are over optimistic in their choice of activities or in the complexity of the language they use. While they generally maintain a very good balance between challenge and tasks that are beyond pupils' reach, on the few occasions when the balance tips the wrong way teachers are generally sufficiently skilled to recognise this and realign the lesson.
18. The very good achievements that pupils show owe much to the quality, range and expertise of the many adults who work exceptionally well together as teams. The very high quality teamwork between teachers and very effective support assistants plays a very important role in promoting pupils' learning. The assistants contribute greatly in ensuring that pupils with additional special needs participate fully in lessons and are included in all activities. Pupils are supported very well when they attend mainstream lessons on an individual basis. Staff on all sites facilitate pupils' learning very well both during the lessons and, especially on the Northumberland site, during follow-up tutorial sessions. Links with other colleagues, such as physiotherapists, occupational therapists, and speech and language therapists, identify specialist support and activities and special needs assistants carry out these procedures routinely during the week. They, too, contribute to pupils benefiting fully from the time in school.
19. In addition to providing many opportunities for pupils to make academic progress, teachers are committed to developing their personal qualities too. They are able to do this because they have good understanding of their pupils' personal targets as shown in IEPs. Therefore, they provide activities that require pupils to work independently, such as researching information on the Internet or working with an interactive CD-ROM, as well as paired work and in small groups. Pupils collaborate well at these times, whether they are holding a short conversation in French, developing small performances associated with role play in religious education lessons or working together discussing different scenarios in PSHE. They are also given opportunities to participate in larger group work, such as in Belmont Infants School when a Year 1 pupil participated fully in a whole-class discussion about puppets.

20. Assessment of pupils' progress is satisfactory overall, although it is good in the Foundation Stage and in some subjects and occasionally very good, as in English and physical education. In lessons teachers are good at observing how well pupils are learning and they, and special needs assistants, adjust what they are doing according to how they judge pupils to be progressing. However, there is not always sufficient information recorded after lessons, or at the end of a topic, to reflect what has happened in terms of pupils' learning. Assessment information of this sort is not sufficiently useful in deciding what needs to be taught next, and how it should be taught. Marking and annotation of pupils' work are inconsistent and are not always as useful as they might be in helping pupils to understand how they can improve. In the best examples there is clear recording of pupils' understanding, such as the entry in a Year 2 science book that read 'Identified the symbols for push, pull and fast from a choice of three symbols'. In other instances, work is ticked but there are no references as to whether prompts were required and, if so, the nature of the prompts. There are not yet in place robust and systematic mechanisms for routinely levelling pupils' work, in terms of 'p' levels or National Curriculum, and moderating this practice to ensure consistency across all sites.

The curriculum

The school provides a good range of worthwhile curricular opportunities. The quality of the curriculum in the Foundation Stage is very good. Opportunities for additional activities outside the school day are very good. Accommodation and resources are good and meet the needs of a secondary school curriculum. Provision for pupils' personal, social and health education is very good.

Main strengths and weaknesses

- Pupils' individual curriculum needs are extremely well met through the school's inclusion links with its partnership schools.
- Very good extra-curricular opportunities are provided on all sites.
- Pupils with additional needs are enabled to access all elements of the curriculum because of the extremely well organised liaison with other agencies to meet their medical and therapeutic needs.
- A good range of accredited courses is offered to pupils in Years 10 and 11 who are included in the partnership school for most of the time, but opportunities within the base itself are limited.
- All pupils are very well prepared for the next stage of their education.
- The breadth and balance of the curriculum received by individual pupils on inclusion programmes is not always well monitored.

Commentary

21. The curriculum provided by the school meets all statutory requirements and provides pupils with many valuable learning experiences. These may be provided exclusively in the partnership schools with pupils supported by Vale staff, or in the resource bases with some inclusion in mainstream classes. These arrangements are highly effective in promoting many aspects of pupils' personal and social development as well as well providing them with a curriculum tailored to meet their needs and abilities. As a result, all pupils are very well prepared for the next stage of their education.
22. In the primary resource bases this means potential access to all the statutory subjects of the National Curriculum. In the secondary base these arrangements introduce the valuable ingredients of choice and extension opportunities. On the one hand, pupils can take higher level courses when they are taught in Northumberland Park. For example, they can take a GCSE examination in mathematics when this is only available as an Entry Level course in the Vale. Others can study a course, and receive accreditation for it, when such a subject and course is relatively unusual and not taught in the Vale, such as GCSE Turkish. Other subjects that pupils study in Years 10 and 11, like science, music and ICT are taught in the Vale but pupils cannot receive either GCSE or Entry Level recognition for having studied them. Other

qualifications are available, such as the City and Guilds Certificate in Effective Augmentative and Alternative Communication and ASDAN at bronze and bronze/silver levels for post-16 pupils, but the lack of Entry Level courses or their equivalent in subjects other than English and mathematics is a weakness in provision. Post-16 pupils also benefit from qualifications they obtain when following courses at the College of North East London, such as the Entry Vocational Award in Art and Design and Open College Network Certificates in the Performing Arts.

23. While the links with partnership schools offer exciting inclusion opportunities, the impact these have on pupils' curriculum entitlement is not always monitored and evaluated. This is particularly important for pupils in Years 7 to 9 who miss lessons taught to their tutor groups when they attend Northumberland Park. Even though the school operates a two week timetable it still means that some of these pupils may miss all lessons in particular subjects. In extreme cases this can mean three or four subjects. All inclusion programmes always have to balance the advantages to pupils, both academically and socially, with the loss of learning in some subjects and the Vale programme is no exception. However, these arrangements are not tightly monitored to the extent of senior staff having an immediate and comprehensive overview of all pupils' individual programmes.
24. There is a good curriculum programme for pupils in Years 10 and 11. All pupils receive careers education lessons, which begin to prepare pupils for further education or employment, and this programme is supported well by the school's adviser from the Connexions careers service. The school makes good use of off-site education providers, such as 'Action for Kids', which post-16 students attend on a weekly basis. This provides them with very successful and worthwhile work experience opportunities. The curriculum of post-16 students takes on a greater work centred dimension through projects such as a mini-enterprise scheme run through the Haringey Education Business Partnership.
25. There is very good provision to extend the curriculum through clubs, day visits in the locality and residential trips. Opportunities for pupils to be involved in activities outside the school day are very good. There is an extensive range of lunchtime and after-school clubs on all sites. Pupils at the Lancasterian base have an opportunity to attend an after school club which is jointly run by mainstream and resource base staff as well as inclusive lunchtime clubs such as games, computers and reading run by resource base staff. In the secondary base, clubs include drama, orchestra, samba band, choir, wheelchair basketball, homework club, independence and judo. The school funds the home/school transport for after-school clubs to ensure that all pupils and students who wish to stay are included. Pupils make many excursions into the community to enrich learning in the classroom and these have included trips to Boulogne and residential visits to Centre Parcs and Tenerife. Residential visits such as these provide valuable opportunities for pupils' social development. Pupils have many opportunities to participate in sports events and in the arts, through musicians and drama companies visiting the school and visits to the theatre.
26. All pupils have very good equality of opportunity. Teachers use a range of communication strategies and pupils have access to a variety of electronic communication so they are able to join in all activities. Many pupils require therapeutic intervention such as physiotherapy, occupational therapy and speech and language therapy. This is high quality provision. Therapists frequently work with pupils in the classroom, so maintaining their participation in lessons, and a number of special needs assistants are trained to continue these programmes between sessions with the therapists.
27. Accommodation overall is good and there is a very detailed premises development plan in place to further improve facilities. Some aspects are extremely good, such as the hydrotherapy pool on the Lancasterian site and rooms for therapy provision. Classrooms are generally of a good size and allow wheelchairs to circulate comfortably although one classroom on the Northumberland Park site was not built as a classroom and would not accommodate a full class of pupils with significant physical disabilities. Immediate access to

outdoor play space on the Lancasterian site is limited, although children do have daily opportunities to use the partnership school's Foundation Stage playground. This is well equipped with large and small equipment and provides opportunities to extend the curriculum outside. A sensory corner has been established within the classroom and a softplay facility provides further experiences and learning opportunities for children with the most complex needs. Although the secondary base does not have specialist teaching areas for subjects such as science, its very close links with the partnership school enables it to use a laboratory there. Resources to support the curriculum are good overall, and excellent in ICT and physical education.

Care, guidance and support

The school is extremely caring and offers an exceptionally high standard of care, welfare, and health and safety. Very well informed support, advice and guidance are made available to all pupils and students as they progress through the school. Pupils' views are encouraged very well and the school acts on suggestions wherever practicable.

Main strengths and weaknesses

- Child protection and health and safety procedures are consistently followed and the school is vigilant in meeting its statutory responsibilities.
- All staff demonstrate extremely high levels of care and concern for pupils and students and they work hard to enable all pupils to achieve to the best of their ability.
- Pupils have very good and trusting relationships with adults.
- Very effective monitoring of pupils' personal development ensures very good quality individual support for all pupils. The monitoring of their academic progress is satisfactory.
- Pupils' views are valued greatly by the school.

Commentary

28. Daily care routines, such as toileting, feeding programmes, therapies and moving around the school, are well established and managed unobtrusively. Pupils are treated with dignity and respect. They are looked after very well in a happy and secure environment. The school is both vigilant and sensitive in exercising its responsibilities. Staff have pupils' well-being in mind at all times; pupils enjoy very positive and trusting relationships with teachers and special needs assistants. An appropriate level of supervision is always provided and pupils attending off-site activities are extremely well supported. Adults in the school are very good role models and there is a consistency of expectation of how pupils will work and behave. The school ensures that regular health and safety checks are carried out and the support staff co-ordinator carries out high quality risk assessments prior to all school visits. Child protection procedures are very well established.
29. Relationships with all outside agencies and other professions are a very significant factor in maintaining such very high quality care and welfare. Very carefully planned and managed working relationships between school staff and physiotherapists, occupational therapists and speech and language therapists result in pupils' many and varied needs being addressed in ways which maintain continuity of the programmes with minimal disruptions to learning. Links with outside bodies such as the National Society for the Prevention of Cruelty to Children provide additional opportunities for pupils to receive counselling if they so wish. A full time nurse ensures that pupils receive the highest level of medical care.
30. Systematic and well managed recording and monitoring systems ensure that pupils' personal development is closely tracked. Pupils are very well known to members of staff. Individual Education Plans are of a very good standard and all parents are invited to regular reviews of them. Realistic and achievable improvement targets are set. Any pupils experiencing difficulties are quickly identified and tailored support is effectively provided.

31. The use of academic assessment data to support pupil and student progress is satisfactory overall but does vary from subject to subject. In the Foundation Stage and in subjects like English and physical education, for example, assessment data is used very well to develop future teaching plans whereas in other subjects, such as art and design and history, assessment systems are still at a very early stage.
32. The induction arrangements for new pupils into the nursery, the primary schools and when they transfer into the secondary provision are very good. Prior to admission, staff carry out home visits and all parents are invited to an admission meeting to meet school staff. As a result of the comprehensive induction arrangements, pupils settle very quickly into the routines. As pupils progress through the secondary school they receive very good quality advice and guidance on the world of work and future career and education opportunities. Pupils have closely supported job experience placements and all post-16 students benefit from opportunities to experience courses at further education colleges.
33. The school has very good arrangements for seeking, valuing and acting on the views of pupils. It sends an annual questionnaire to them seeking their views and pupils spoken to during the inspection week confirmed that they felt that their views were listened to and acted upon. Pupils attend and contribute, as appropriate, at the formal review meetings where development targets are agreed.

Partnership with parents, other schools and the community

The school enjoys very good links with parents and carers that contribute positively to pupils' and students' learning and development. There are very good links with the community and excellent links with partnership schools and the local college. The school provides good outreach support to teachers in mainstream schools.

Main strengths and weaknesses

- The links with partnership schools provide excellent inclusion opportunities for pupils.
- The vast majority of parents are very supportive of the school and very satisfied with the quality of education and care that their children are receiving.
- The school uses its links with the community very effectively to extend pupils' learning.
- Parents receive very good quality information about their children's progress and development through very effective home-school liaison.
- The advice and consultation service that the school offers to mainstream schools and their teachers is only recently established, but is developing well.

Commentary

34. The vast majority of parents and carers agree that their children like attending Vale, that they are kept well informed about how their children are getting on and they would feel comfortable about approaching the school with questions, a problem or a complaint. They overwhelmingly believe that the school seeks their views and takes account of their suggestions and concerns; it was described as a 'listening school'. Parents' views are canvassed formally each year through a questionnaire and responses made accordingly, such as a review of transport arrangements and the development of a protocol with the primary health trust for the provision of therapy services. The school makes exceptionally good use of interpreters and translation services to ensure that parents of pupils from a diverse range of ethnic backgrounds can be fully involved in school life and in their children's education.
35. Communication between the school and home is very good. Parents are contacted by the school if there are any concerns that the school wishes to share. There are very good arrangements for informing parents about their children's progress through a cycle of meetings and written reports. Annual Reviews of Statements of Special Educational Needs, termly reviews of IEPs and annual reports combine to give parents very good information about their

children's targets and progress. Day-to-day contact is maintained effectively through home-school diaries and a regular and informative newsletter provides details of school activities and events. There is an active parent group, which all parents are invited to join, and the school has arranged for a number of speakers to visit the group; parents are much appreciative of the information they receive on how they can participate in their children's education. New pupils and their parents are introduced to the school through a very well written prospectus, which contains all information parents need to know about policies and the ethos of the school. There are equally very good mechanisms for the transfer of pupils to the next stage of their education. Options for further education are examined when pupils reach Year 9 and teaching staff liaise with colleges on a regular basis to determine suitable courses for pupils when they leave school.

36. Links have also developed very well with the community. The school has worked hard to develop a list of local employers who offer work experience to pupils, including providing support and guidance for pupils' preparation for employment or further studies. Links with Haringey Education Business Partnership have enabled post-16 students to become involved with a mini-enterprise scheme involving designing, making and selling decorative ceramics. Visits to local places of interest including theatres, museums and galleries make subjects 'come alive'. Pupils' horizons are further extended through trips overseas to places like Boulogne and Tenerife, as parts of the French and ASDAN courses. Many visitors into schools also make a significant contribution to enriching what the pupils learn at school. Professional footballers and cricketers provide high quality coaching; many visiting musicians give pupils experiences of other cultures; and representatives from the police and fire service contribute to the PSHE programme. The school also helps local and international communities through its support of charities such as local hospitals, the '*Love in a Box*' charity, and '*Jeans for Genes Day*'.
37. There are excellent links with other schools and colleges. The five partnership schools are totally committed to promoting inclusion and the school takes maximum benefit from these opportunities. The links were described as 'magical' by a senior member of staff from one of these schools. The joint working between Vale staff and partnership schools' staff is exceptionally strong and therefore all pupils have inclusion experiences appropriate to their academic needs and personal maturity. Links with colleges of further education are good, extending what post-16 students learn and preparing them for when they leave school. Staff from college come into the secondary school to give pupils information and pupils and their parents attend 'taster' evenings in the college. Vale is a member of a family of nine schools within the Haringey Zone of Excellence, which is an education action zone in north east Tottenham, and these links provide additional opportunities to address issues common to all and to consider best practice.
38. The outreach element of the work of the school is successful and valued greatly by both primary and secondary schools in which support is provided. This funded initiative was launched last October as a means of sharing the school's expertise with other schools in the area. At present the school supports two secondary and one primary school and its service is held in high regard by those schools receiving support. It is not only teachers who provide this service; special needs assistants have also been involved in advising staff about manual handling procedures. The outreach provision is very well led and managed.

LEADERSHIP AND MANAGEMENT

Governance of the school is good and governors ensure that all statutory requirements are met. The leadership of the headteacher and other key staff is very good. The effectiveness of management within the school is very good.

Main strengths and weaknesses

- The leadership of the headteacher is very good, showing excellent vision and aspirations for the school and its pupils.
- The governing body supports the school very well and has been instrumental in helping to establish and develop the philosophy and practice of partnership schools.
- Managers at all levels, and with a range of responsibilities, share the drive and commitment of the headteacher and work as an effective team, dedicated to running a school in which each individual matters.
- Systems for school self-evaluation and review are very good.
- There is a very effective performance management system supported by a very detailed induction procedure and commitment to ongoing staff training and development.
- Subject leadership and overall management of the curriculum require further development.
- Day-to-day financial management and control are good.
- Budgeting does not identify the planned purpose of accruing surpluses.

Commentary

39. Following the school's move to its current premises just prior to the last inspection, and the subsequent changes that had to be implemented, governors have been able to ensure that their statutory duties have been fulfilled while continuing to be very helpful and supportive to the headteacher. In particular, the chair and vice-chair of governors have a detailed understanding of the strengths and weaknesses of the school. They have been fully involved in developing and helping to shape its vision and direction in addition to providing effective support and back up for day-to-day issues. A good committee structure ensures that new initiatives and proposals from the headteacher receive constructive challenge and that appropriate monitoring and review systems are always incorporated. Governors have developed a handbook, which is now being adopted by the local education authority as a model of best practice, that incorporates cyclic reviews of policies and procedures that mirror the school's annual management systems. This is very good practice. Vale is represented on the governing bodies of all partnership schools and this has been critical in developing the current inclusion practice.
40. Vale is a disparate organisation to lead and a complex operation to manage. The headteacher and senior staff fulfil both roles very well. The headteacher has an excellent vision of how he wishes the school to develop, based explicitly on raising pupils' achievements and maximising their opportunities for inclusion. This vision is understood and subscribed to by all senior managers and pursued with levels of enthusiasm and dynamism that buoy up the school. Staff in senior management positions understand their roles well; they work effectively as a team and have an excellent commitment to running an inclusive school that enables all pupils to achieve to the best of their abilities. The inclusion co-ordinators on the different sites and the support staff co-ordinators have all created very strong teams whose members have clarity of aims and purpose. The staff as a whole respect and support each other and work happily together with a common purpose.
41. The school employs very effective procedures that enable it to collect a great deal of evidence about its performance. Consequently, its priorities for development are secure as they are rooted in a substantial amount of data. The deputy headteachers carry out routine termly monitoring of classroom practice. This ranges from pupils' information files to the quality of wall displays and assessment folders. The headteacher has this information, plus details from his own monitoring of teaching and learning, before performance management reviews are held and therefore areas for development can be easily identified. Performance management of staff is well embedded, taken seriously by everyone and is effective in bringing about change and improvement. The school is committed to staff development and ensures that the training undertaken matches the needs of individuals as well as the requirements of the school.

42. The curriculum is well led and managed overall, but more clarity in certain areas would improve practice. The co-ordination of different subjects does not follow a clear rationale. Subjects like ICT have a single co-ordinator across all sites; others such as science have a specific co-ordinator for Years 7 to 11 but a classroom teacher does not have that responsibility for Years 1 to 6; some, like physical education, have different co-ordinators for primary and secondary aged pupils; others like history, geography, art and design and design and technology are the responsibilities of the two deputy headteachers. These arrangements are, overall, successful but they do not always ensure effective long-term overviews of what subject material pupils will study as they move through the school and nor do they utilise the subject expertise of all members of staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,736,835
Total expenditure	1,662,869
Expenditure per pupil	19,563

Balances (£)	
Balance from previous year	94,637
Balance carried forward to the next year	168,603

43. The school is able to succeed in achieving its objectives because its spending is linked to them as priorities. Day-to-day finances are managed very well, as confirmed by an audit in March 2003 which found no significant causes for concern. The principles of best value are built in to all purchase decisions although governors do not routinely monitor the impact of their spending decisions on raising achievement. A very significant amount of money was carried forward in to the current financial year. Although this has been spent wisely, such as staffing the new classroom on the Lancasterian site, it was substantially greater than had been anticipated. Accruing unplanned surpluses of such magnitude was, quite rightly, criticised in the recent audit.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

The Foundation Stage consists of a single class in Lancasterian Infants School. There are currently no children of this age at Belmont Infants School although a nursery facility is available. The very good provision identified during the last inspection has been maintained. Teaching is very good and children achieve very well. There is excellent equality of opportunity and excellent inclusion with children in the mainstream nursery. Very good accommodation is very well resourced to address each of the six areas of learning. The Foundation Stage is well led and managed. Children are provided with a very good range of very well planned activities across the areas of learning. They achieve very well. Adults sometimes miss opportunities to record details of children's learning but their very good knowledge of the children and their needs enable them to produce clear and appropriate individual targets.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- Adults are consistent in their expectations and so children know what is expected of them.
- Inclusion links with the mainstream nursery provide children with excellent opportunities for personal and social interactions.

Commentary

44. Many children enter the Foundation Stage of learning with underdeveloped personal and social skills. Staff set clear boundaries and have high expectations. They ensure the children know what is expected of them so that they quickly develop appropriate ways of behaving. Children interact very well with each other and with adults. Relationships are excellent; adults and children treat each other with courtesy and respect and this helps the children to succeed. Children are eager to learn and show interest and take pride in their work. They concentrate very well even when not directly supervised.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Very good attention is given to the development of children's speaking and listening skills.
- For those children who have difficulty speaking, very good aids and strategies are employed to develop their skills in using alternative communication techniques.

Commentary

45. Children make very good progress as a result of the many opportunities they are given to communicate. They receive very high levels of support and encouragement to develop their confidence to express themselves. Very good use is made of books and stimulating visual resources. The children are given a very good range of opportunities to follow simple instructions and to make appropriate responses to simple requests such as 'look at'. Every opportunity is taken for them to make marks on paper, progressing from scribbles to tracing over their own name and writing simple words. Letter sounds are introduced to support their

reading competence and some recognise simple words. They enjoy singing songs and rhymes and are shown the words associated with these. Children who have more difficulty speaking make similar good progress as others because of their very good use of electronic communication aids.

MATHEMATICAL DEVELOPMENT

46. No mathematical sessions were observed during the inspection, but the classroom is very well organised with a wide range of opportunities for children to have mathematical experiences. Planning and displays show a good range of relevant activities; children have many opportunities to match objects by colour and shape, to use mathematical language such as 'more' or 'less' and 'greater' and 'smaller' and to compare quantities. Children from the Vale work very comfortably with their contemporaries from the mainstream nursery class in the mathematical area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Staff have structured the learning environment very well, with a range of relevant resources, to promote learning.
- Adults encourage children to use these resources extremely well through the skilled combination of questioning, prompting and instructing.

Commentary

47. Teaching and learning are very good and the children achieve very well. A very good variety of appropriate, interesting activities is planned to stimulate the children's' curiosity and enhance their understanding. For example, the children responded very well to a very carefully and well structured lesson when they made pancakes. They showed high levels of interest and very good attitudes towards their learning. They enjoyed tasting them and some could comment about how they were made and describe the events they had observed. The very good teaching was characterised by the quality of questions that made the children think about health and safety issues and how changes to the materials had occurred during the cooking process. Very good opportunities are provided for the children to explore and manipulate objects within the natural world.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Very good use is made of the good outside accommodation and the very good and well structured mainstream nursery accommodation.
- Both inside and outside activities provide very good opportunities for play throughout the day.

Commentary

48. The very wide range of opportunities the children have for free and structured play, and to use small and large equipment, greatly enhance their physical development. They travel around, under, over and through equipment with good awareness and control and handle tools with increasing control and awareness of safety. Excellent adaptations are made for the children

in wheelchairs; they are given activities which they can perform from their wheelchairs. All children benefit from the school's excellent hydrotherapy pool, which greatly enhances children's control and co-ordination of their movements.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Staff make very good provision for the wide range of children's disabilities.
- There is a very good range of resources to support and encourage children's creative development.

Commentary

49. Children achieve very well because of the staff's very good understanding of their needs. They experience a very good range of opportunities to explore art. They colour and make their own pictures, using paint, crayons and collage. They make relevant marks and construct shapes on paper with drawing tools. Children are also given many opportunities to experience oral work, particularly singing, and many join in enthusiastically.

SUBJECTS AND COURSES IN KEY STAGES 1 – 4 AND POST-16

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching and learning are consistently very good across the school.
- High quality relationships in lessons encourage pupils and students to work hard and they achieve very well so that they are able to follow an accredited course in Years 10 and 11.
- Support staff are very aware of pupils' needs and give excellent levels of support.
- The National Literacy Strategy is very well adapted and implemented.
- The subject is well led and managed, ensuring effective planning as pupils move from one class to the next.

Commentary

50. Pupils throughout the school achieve very well and make very good progress in all aspects of English. The very good targets on pupils' IEPs relate very well to targets that they need to learn to improve their speaking and listening, reading and writing skills. This represents a good improvement since the last inspection.
51. Very good progress is made by all pupils in speaking and listening as every encouragement is given to them to use their oral skills. They listen carefully and answer questions well. For those who find this difficult, Makaton signing is well used to support and encourage them. Other pupils have very good access to a range of electronic aids including head and light pointers, switches and voice synthesizers to facilitate their communication. These aids enable them to express choice and demonstrate opinion. The very good progress the pupils make was evident in the confidence Years 10 and 11 pupils showed when making their own verbal

and written analysis of their set book, '*Frankenstein*'. They constructed their own stories, describing the motivation of the main characters using appropriate words to create a dark mood. A group of post-16 students made very good progress as they learnt how to acquire information through interviews with adults as they answered sensitive questions by using signs, symbols or verbal responses to make choices, form opinions and explain ideas.

52. Achievement in reading is very good. The most competent readers read with high levels of understanding and comprehension. Texts are carefully selected, and very good use is made of 'Big Books' with the texts interpreted into pictures and symbols too to include pupils who need these additional communication aids. Computer software is used very well to further heighten pupils' understanding. For example, Year 5 and 6 pupils' comprehension of the story '*The Rainbow Fish*' was greatly aided when the characters were seen in an animated way. The pupils successfully used their mouse control to click on the fishes in the story and to listen to them describing their character.
53. Teachers build well and carefully on individual pupils' development of writing skills. Pupils of all ages are encouraged to plan effectively and evaluate their work. Displays around the school celebrate what they have done and illustrate imaginative writing, with good use of the computer. Pupils have very good access to ICT equipment that enables them to record their work. These resources include hardware, such as modified keyboards and mouse controls, and programs that allow them to write in symbols.
54. Younger pupils illustrate their work with their drawings and add words and symbols as appropriate. Older pupils, as part of their Entry Level awards and other externally accredited coursework, produce writing that is imaginative and well organised. They use drafting and redrafting to produce work of a good standard, for example, when they describe the main characters when studying poetry and plays, including Shakespeare.
55. Overall, teaching and learning are very good. Elements of the National Literacy Strategy for pupils in Years 1 to 6 and of the strategy for pupils aged 11 to 14 years have been incorporated in lessons and this has made them more stimulating for pupils. Teachers show a high level of subject confidence, challenging and motivating their pupils. They are supported by the excellent input of skilled special needs assistants. Teachers provide well planned activities that are very relevant to pupils' age and interests and are supported by good quality resources. As a result pupils are very well motivated, trying their best and focusing very well on what they are learning. Excellent relationships and adults' encouragement of pupils to contribute, via whatever method is most appropriate to the individual, enable them to express their own views and experiences in a positive and secure manner in a very supportive environment.
56. The subject is well led and managed by the primary and secondary deputy headteachers. The management of the subject and of what the pupils do, as they transfer from one school to the next, is addressed very well through teachers' use of the national strategies. There are very good systems for assessing and recording pupils' achievements. The school's excellent policy and provision for inclusion of all pupils can be seen in much of the work with partnership schools. For example, there is a 'buddies' reading club at lunchtime for junior pupils and there have been a number of instances when Vale and partnership school pupils have worked on joint projects. These have included a drama project, '*Toys*', that Year 1 and 2 pupils performed in a school assembly, and a joint project for Year 5 and 6 pupils, led by 'Artsreach', that resulted in a performance at Jackson's Lane Theatre. In all these activities pupils integrate and mix very well with the pupils from the partnership schools. Relationships between pupils are excellent and pupils show a high level of confidence in their interactions.

Language and literacy across the curriculum

57. Subject teachers are able to promote literacy skills because they receive detailed information from English teachers that enables them to plan and to give pupils work at an appropriate level. Generally, teachers place great emphasis on developing pupils' communication skills in lessons other than English. In religious education, for example, Year 11 pupils were studying Buddhism and they developed a small role play of the early life of Siddharta. Pupils in Years 7 to 9 participated in one of two very interesting discussions in PSHE when they considered a story that had appeared in the press about Asian schoolgirls in different parts of the country not being allowed to wear their traditional clothes in school and the lack of professional Asian footballers in English football. Key subject vocabulary is promoted in subjects such as science and geography, but on occasion teachers miss opportunities to develop and extend pupils' writing.

French

Provision in French is **very good**.

Main strengths and weaknesses

- Teaching is very good and therefore pupils learn very well.
- There is a very good emphasis on developing conversational French.
- New technology is used well to support learning.
- Assessment procedures have shortcomings.

Commentary

58. French is only studied by pupils in Years 7 to 11 and they achieve very well. The teacher is a natural French speaker and therefore pupils benefit greatly from the highest quality pronunciation. Spoken French dominates lessons and is used for giving instructions as well as for demonstrating examples, although English is used skilfully to prompt pupils when necessary. Lessons are thoroughly enjoyable experiences for all pupils even though the subject is new to them on entry to the secondary base. There has been very good improvement in provision since the previous inspection.
59. Pupils remain on task very well; relationships are very good and pupils demonstrate excellent attitudes to their work. Their learning is enhanced extremely well by the significant input of special needs assistants. All adults have very good understanding of the pupils' needs and high quality teamwork is a characteristic of lessons. Therefore, pupils are supported according to their needs. Simple resources, such as flash cards and symbols with French text, are used very well to maintain continuity and fluency during discussions while more complex teaching aids, like interactive CD-ROMs, extend individual pupils. Pupils can access this new technology because they use modified and adapted equipment such as keyboards and computer mouse.
60. Conversational French is the main focus of the course. Pupils learn useful sets of basic words and phrases and aspects of French life and culture. Topics range from naming parts of the body and visiting the doctor, to knowing the names, in French, of all the subjects on the school timetable. This focus on speaking and listening is a particularly impressive feature of lessons but it also encourages pupils' personal development and self-confidence. They respond very quickly to the teacher's comments and questions. As pupils enter the room they are greeted with '*Bonjour*', to which they quickly reply '*Bonjour. Comment allez-vous?*' They are equally forthcoming when asked questions during lessons. Year 11 pupils were learning about the French names of different subjects and the teacher took the opportunity to recall and reinforce earlier learning about 'to like or not like'. Consequently, pupils responded individually

to the question 'Tu aime le?' by replying in a full sentence and stating whether they liked or disliked the subject.

61. The subject is managed and led satisfactorily. A curriculum has been devised that is appropriate for pupils' needs and abilities and relates well to their day-to-day personal experiences. However, because the subject is focused on developing spoken French, pupils produce little written work. That which is produced is marked but not in ways that identify, for example, whether the pupil worked independently or received help, and what sort of help. Therefore, in the absence of such a permanent record of their work, it is important that pupil achievement is assessed and recorded in other ways in order to show how they progress over time. These procedures are very limited and require further development if the assessment information is to be used effectively when planning future work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils and students are well taught and frequently they learn very well.
- There are excellent inclusion opportunities for pupils to study mathematics in the partnership schools.
- Both the National Numeracy Strategy in the primary bases and the strategy for pupils in Years 7 to 9 have been successfully adapted and implemented.
- At times, some pupils with the most severe learning difficulties find the tasks too challenging and on these occasions their progress is reduced.
- New technology is used well to support teaching and learning

Commentary

62. Pupil and student achievement in mathematics is better across the school than at the time of the last inspection. This represents good improvement. Overall, standards of achievement are now good and in the Lancasterian primary base they are very good. Pupils in the Belmont School bases were not observed. Secondary aged pupils have the opportunity to follow accredited courses and this motivates them. Pupils with high levels of inclusion in Northumberland Park may follow a GCSE course while those who are taught mathematics in the Vale base study a CoEA Entry Level course. Although the vast majority of pupils achieve well in relation to their prior attainment, some pupils with the most severe learning difficulties only make satisfactory progress in some lessons. This is because planned activities are over ambitious and lesson objectives are too difficult for pupils to meet.
63. Pupils make good progress in all areas of mathematics as they move through the school but it is particularly evident in practical number work. In the case of younger, and lower attaining, pupils this means counting, ordering and sequencing numbers. For pupils with more developed mathematical skills it is using and applying mathematics in activities such as handling money in everyday 'shopping' activities and handling data, like producing tally charts of favourite television programmes and then drawing bar charts. These activities are appropriate to pupils' ages, interest and abilities and promote the use of mathematical knowledge in everyday situations.
64. Teaching is good overall and is often better, with some being excellent. Lessons are very well managed and structured sessions. Teachers are confident in their knowledge of what they are teaching and competent in the way they develop pupils' understanding of mathematical ideas. Lessons have a three part format in line with the guidance of the national strategies and this has helped to raise the quality of teaching across all year groups. Rigorous planning is a feature of mathematics lessons. This high quality planning shows the intended learning outcomes for individual pupils and identifies well chosen activities that build on and extend prior learning. Relevant targets from pupils' IEPs are included and the additional support that some

pupils might require, for example with using a communication aid such as light pointer or a certain activity in their personal care programmes, are identified. Skilled teaching assistants and effective resources ensure that all pupils are included in, and benefit from, these activities. The use of alternative and augmentative communication strategies is very good. Informative classroom displays make an effective contribution to pupils' learning. Post-16 students achieve well when they are included in mainstream classes in order to follow a GCSE course. Appropriate activities and input from very effective support staff enable them to make good gains in knowledge and understanding.

65. Co-ordination of the subject is undertaken by the primary and secondary deputy headteachers, who both provide good leadership and management. Resources and the use of ICT to support teaching and learning in mathematics across the school are good. Assessment procedures are good and are used effectively to track pupil progress. Pupils' work is also sampled and individual targets are set based on National Curriculum levels or 'p' levels for pupils who are working towards Level 1 of the National Curriculum. These are reviewed at the end of each term to track progress but currently there are no robust mechanisms for ensuring teachers' perceptions of levels are uniform across all sites.

Mathematics across the curriculum

66. Teachers' support of pupils' learning of mathematical skills through other subjects of the curriculum is satisfactory. There are examples of numeracy skills being promoted well; pupils counting in science and French, considering and naming the shapes of objects in science, and measuring in design and technology. Generally, however, planning does not routinely identify opportunities when numeracy skills can be developed or reinforced.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a very good emphasis on investigations and scientific language and techniques are used appropriately.
- Pupils are well taught. Teachers' planning is good and identifies appropriately challenging activities.
- Teachers' subject knowledge is, at times, insecure.
- In some classes, pupils' work is marked and annotated very well but other pupils' work lacks constructive comments.
- Pupils do not have the opportunity to follow an accredited course in Years 10 and 11.

Commentary

67. Teachers have a very positive attitude towards making science lessons very practical experiences. Pupils with the most complex difficulties are given as many scientific experiences and opportunities as other pupils, reflecting the policy of inclusion of all pupils in lessons. Teachers achieve this by providing activities in which all pupils can participate and by deploying learning support staff to assist individual pupils. The learning of all pupils is further assured by adults' skilled use of alternative communication systems, such as Makaton signing and symbols, and pupils' use of new technology like switches and light pointers. These aids ensure that pupils make contributions and express choice and opinions.
68. There has been satisfactory improvement in provision since the last inspection. Overall, pupil achievement is good although it ranges from satisfactory to very good. On the surface, this variation reflects different teachers' confidence in teaching science and their subject knowledge. When subject knowledge is insecure pupils may be given activities that do not actually explore or develop the ideas that teachers think they are investigating. However, the

situation is more complex than this. At other times pupils' progress is reduced because some teachers are very knowledgeable subject specialists and, as a result, elements of teaching may be too ambitious and expectations of learning unrealistic. The level of challenge is a little too great so that pupils are unable to fully comprehend the concepts involved. Nevertheless, teachers are committed to using specific scientific language and vocabulary to help pupils to develop their understanding in a progressive way. However, pupils are unable to demonstrate this developing knowledge through achieving success in an accredited course at the end of Year 11. This is a weakness in provision.

69. Lesson plans have a clear focus on what pupils are expected to learn and there is an appropriate emphasis on providing opportunities for them to carry out their own investigations, helping them to learn from experience. Pupils are very well motivated in their science lessons and are very enthusiastic to participate. For instance, a class of Year 8 pupils investigated the relative strengths of different amounts of cotton thread by hanging weights on them. Pupils were required to make, and record, their predictions and were keen to help set up the apparatus. There was great excitement about waiting for the 'bang' when the cotton snapped and the weights fell. It was noticeable how adults ensured that all pupils had the opportunity to take part, for example by transferring them into standing frames and helping them to add weights. Such commitment to inclusion was also evident when a class of Year 2 pupils investigated different types of plants. A range of augmentative communication aids enabled pupils to make decisions associated with using symbols and matching plants with photographs and deciding which ones grow outdoors and which ones indoors. At these times, teachers and special needs assistants are skilled at providing appropriate prompts for pupils to choose and decide between different options.
70. Science lessons make a satisfactory contribution to reinforcing pupils' skills in other subject areas. For example, numeracy is supported through activities in science lessons such as the use of terms like 'doubling' when deciding how many cotton threads to use, work on capacity and measuring, and cause and effect. New technology is used well to extend and support learning. Pupils have explored the Internet to research information on topics such as the solar system, and they use programs such as writing with symbols to record the results of their investigations. However, generally writing is not encouraged in science and opportunities to develop this skill are missed. There is an over reliance on the use of worksheets, which require short answers rather than extended writing.
71. Leadership and management of the subject are satisfactory. The deputy headteacher in the primary department and the subject co-ordinator in the secondary school have identified an appropriate subject curriculum for each age group that is broad and balanced. Both departments use a common approach to recording pupils' achievements using a commercial scheme, but there is wide variation in the quality of marking of pupils' work. Teachers of primary aged pupils are extremely skilled at annotating their work in ways that record in detail how well pupils have learnt. Comments identify the level of help/prompt required or whether work was completed independently, and records show how pupils demonstrated their understanding, such as 'said' or 'smiled'. Marking is much less informative in the secondary school so that pupils have little understanding of what they need to do in order to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- The use of ICT to augment and support pupils' communication is a strength of the school.
- Pupils' and students' attitudes to ICT are excellent.
- The quality and range of ICT hardware and software are very good but there is a shortage of interactive whiteboards.
- The curriculum and assessment arrangements are very good.

- Leadership and management of ICT are very effective.
- Information and communication technology is used very well in other subjects.

Commentary

72. There has been satisfactory improvement in provision since the last inspection. Pupils learn well in discrete ICT lessons but samples of their work, their competence in using ICT in other subjects and their skilled use of new technology as a communication aid show that they achieve very well overall. However, currently pupils in Years 10 and 11 do not have the opportunity to demonstrate their skills through accredited coursework.
73. Pupils' ability to make such very good progress is facilitated by the ready availability of adapted equipment and their excellent attitudes to the subject. There is an excellent range of appropriate computers, software, sophisticated switches and other devices available, which is continually being evaluated and updated. As a result, by the end of Year 2 some pupils require support to use touch switches to indicate recognition of numbers ranging from one to six, while others used two switches independently, interacting with information on the computer screen. Some pupils require a variety of input devices, such as overlay keyboards, and other modified equipment like an adapted mouse while others activate touch screens and load programs independently. All pupils have access to the Internet and the most competent search and find web sites for themselves. They navigate the web, including a pupil who did so using a head switch, with minimal support and download animated images and sounds from selected sites.
74. Pupils are well taught, and frequently teaching is very good. Lesson planning is detailed, setting out clearly the learning objectives, the resources needed and the support required for particular students. This support, for meeting pupils' communication and physical needs, is provided by highly effective special needs assistants. For instance, they enabled a class of post-16 students to make very good progress in learning how to navigate the Internet. However, care needs to be taken to ensure that ICT hardware is checked thoroughly and that programs are appropriate to meet the very wide range of special needs of all the pupils in the class. In some lessons problems with computer hardware or programs restrict pupils' progress, especially those who have the most significant learning difficulties.
75. The leadership and management of ICT are very effective. There is a very comprehensive policy in place covering every aspect of the use of ICT, and a detailed policy on using the Internet. The three year subject development plan identifies the main areas for development in outline but is drawing to the end of its life and needs updating. The co-ordinator's subject knowledge is excellent and he applies it well in both the primary and secondary bases. Detailed and high quality training has been provided for staff in the use of software programs like *'Writing with Symbols'* and in voice output communication aids and other devices. Further training for *'Clicker 4'* and *'Penfriend'* is planned. These ongoing training programmes have been critical in maintaining the very high level of adult expertise which, in turn, has enabled them to develop pupils' learning very effectively. Assessment procedures and arrangements for setting challenging targets to meet the needs of individual pupils are very good.

Information and communication technology across the curriculum

76. New technology is used in two ways in other subjects of the curriculum. The use of ICT as an aid to communication for pupils with significant physical disabilities is excellent. It enables pupils to access very effectively a very wide range of learning opportunities. It is a strength of the school's provision. Information and communication technology is used to very good effect to extend and support learning and many subjects provide opportunities for pupils to rehearse their developing ICT skills. For instance, many subjects, for example mathematics and French, provide pupils with interactive CD-ROMs that allow them to consolidate their knowledge and understanding. Other subjects encourage the use of research using the Internet, such as investigating features of the solar system in science. English helps to develop pupils' word processing skills as they write their own book about themselves and some understand how to alter the appearance of text.

HUMANITIES

77. It is not possible to make an overall judgement on provision for **history** as no lessons were seen taught during the inspection. Teachers' planning, good quality wall displays and samples of previous work show that pupils follow a satisfactory subject curriculum and achieve well. Timelines are well used to develop an understanding of chronology, and learning is supported well by artefacts borrowed from the local library service.
78. The subject does not have its own co-ordinator. It is satisfactorily managed and led by the two deputy headteachers but current assessment procedures have shortcomings in recording pupil achievement and tracking their progress, although they are satisfactory overall.
79. Only one **geography** lesson was seen during the inspection. Therefore it is not possible to form judgements about teaching and learning. However, a sample of pupils' work, scrutiny of subject documentation and planning, interviews with the co-ordinators and the lesson observation all indicate that pupils achieve well. In the lesson sampled, planning identified targets from pupils' IEPs and teaching effectively incorporated additional communication aids like symbols, switches and Makaton signing to augment communication.
80. Teaching and leadership of the subject are satisfactory. A detailed policy has been written and a satisfactory programme of work is in place. This shows that pupils study a balanced range of topics that includes physical features of the environment such as rivers and volcanoes, climate, and different locations in Britain and abroad. Assessment arrangements are satisfactory although the school has not yet fully introduced a system for comparing achievement against 'p' scales to supplement current arrangements for assessing against National Curriculum levels.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The quality of teaching is good and pupils learn well.
- Pupils have a very positive attitude towards the subject.
- The subject is well planned and resourced.
- Assessment procedures are satisfactory but lack robustness.
- The co-ordinators provide effective leadership and management of the subject.

Commentary

81. Pupils achieve well and make good progress. There has been good improvement since the previous inspection. Religious education makes a significant contribution to developing pupils' understanding of living in multicultural Britain through their exposure to features of religions such as Islam, Sikhism and Judaism as well as Christianity. Learning is reinforced and supported well by visits into the culturally-rich local community.
82. Lessons provide pupils with many opportunities for them to familiarise themselves with the vocabulary associated with different religions. Teachers do this through careful planning and the skilled use of resources. Consequently, the youngest pupils understand that Muslims care for things that grow and know about the festival of '*Eid*'. As pupils move through Years 3 to 6 they learn about religious symbols and know that different religions have different symbols. They understand that different cultures have different beliefs about how the world began through their study of The Creation and the Aboriginal '*Dreamtime*' story. The subject is

planned to provide age appropriate activities that build on pupils' prior learning and developing maturity. As a consequence, as pupils get older they are given opportunities to

begin to apply their developing knowledge of aspects of the different religions. For instance, Year 11 pupils were able to participate in a reflective discussion about 'the way of life' as part of a lesson on Buddhism.

83. Pupils are well taught. Pupils respond very positively and attend very well. Planning is detailed, setting out clear learning objectives for each lesson, and well chosen activities are supported by good quality resources. Very good use is made of artefacts, such as the Hindu god Ganesh, to reinforce learning. Pupils' subject knowledge and personal development are enhanced well through creative activities like drama, when pupils participated in role play in a Buddhist story about Siddharta. Pupils use ICT very effectively to augment communication. For example, a Year 6 pupil activated his electronic communicator to spell the word 'shrine' and an older pupil used a large print keyboard to open up a file to start a diary.
84. Leadership and management of the subject are good. A well considered subject curriculum for pupils in Years 1 to 11 forms the basis of teachers' planning and post-16 students explore religion through the 'Beliefs and Values' module of their ASDAN work. Assessment opportunities, however, are not always clearly identified in planning and nor are pupil achievements recorded systematically. As a consequence, pupils' progress cannot be easily and routinely tracked.

DESIGN AND TECHNOLOGY

85. Too little teaching was seen during the inspection to form a judgement on overall quality. However, lessons were sampled on the secondary site and one primary site. These limited observations, samples of pupils' work, and scrutiny of subject documentation and planning indicate that, overall, pupils achieve well. Pupils on inclusion programmes were seen making good progress, being fully accepted by their peers and benefiting greatly from the social interaction.
86. Pupils in Years 1 to 6 experience a wide range of materials and techniques when making things and begin to develop early understanding of design. They have used textiles and made finger puppets; made candle holders and cards with moving parts; observed different toys with winding mechanisms; explored what strengthens structures, for example when making a 'house of cards' and a photograph frame that will stand up; and helped to design a 'giant' that has moving parts based on *'The Selfish Giant'* story. On the Northumberland Park site, pupils study food technology when they consider healthy eating, health and safety and hygiene when preparing and cooking food although they do not have an opportunity to receive recognition through an accredited course in Years 10 and 11. As part of their ASDAN Youth Award scheme post-16 students became involved in a mini-enterprise project entitled 'Fire Fish Creations', which involved designing and making ceramic decorative fish and sea horses.
87. Design and technology is well led and managed. The curriculum is good overall with a balance between investigation, practical tasks and projects involving designing and making products. However, the curriculum on the Lancasterian site requires further development as it is not clear in each term of the two-year cycle the range of work that should be covered. Resources are good and the school makes good use of the Northumberland Park accommodation for food technology.

VISUAL AND PERFORMING ARTS

88. It is not possible to make an overall judgement on the provision for **art and design** as too few lessons were observed to judge teaching and learning. The quality of pupils' work on display and their achievement in the lesson observed show that they achieve very well. In the one lesson sampled, Year 5 and 6 pupils made jointed puppets using a template figure. This lesson

reflected the excellent inclusion policy of the school, with a mixture of Vale and mainstream pupils being taught alongside each other. There was an excellent level of adult teamwork. Pupils were motivated by very high levels of encouragement so that they all worked very well and with excellent attitudes. When they had completed their puppets pupils photocopied the finished figures, placing them in a variety of moving positions, and there was great excitement when they saw the finished photocopies, with pupils exclaiming 'We did it!'

89. Planning and samples of completed work show a satisfactory coverage of the subject. There is a satisfactory range of opportunities for pupils to use an appropriate range of resources, although the opportunities for three dimensional work are more limited. The subject does not have an overall co-ordinator but is satisfactorily managed and led by the two deputy headteachers. There are satisfactory procedures for assessing and recording pupils' achievements.
90. It is not possible to make an overall judgement on the quality of teaching and learning in **music** as too few lessons were observed during the inspection. The practical nature of the subject and limited assessment information meant that there was insufficient information to evaluate pupils' achievements. The lessons that were sampled only involved pupils in Years 1 to 6. Pupils enjoyed these sessions a great deal. Some sang enthusiastically and were able to play percussion instruments. However, other pupils could not participate fully because the words and concepts of the songs were too difficult for them to understand and additional communication systems, such as signing, were not used effectively.
91. Pupils in Years 7 to 11 follow a comprehensive programme that involves them composing, performing and listening to music. The subject makes a very strong contribution to pupils' spiritual and cultural development. They listen to music of different styles from different times and cultures and have the invaluable experiences of seeing live performances. These have included performers in school, such as a Cuban Salsa Band, an Afro-Caribbean Band, and a classical Chinese musician, and visits to the theatre to see performances like '*Bombay Dreams*'.

PHYSICAL EDUCATION

Provision in physical education is **very good**.

Physical education

Main strengths and weaknesses

- Very good teaching results in pupils achieving very well in a range of activities. Excellent adaptations are made to provide for pupils in wheelchairs.
- There is excellent provision for swimming.
- Very good use is made of facilities available in partnership schools.
- Physical education contributes very well to pupils' social development.

Commentary

92. Pupils across the school achieve very well, making very good progress across the very wide range of activities in which they are involved. This is a very good improvement since the last inspection, when the range of activities provided for the pupils was limited. The subject is now planned thoroughly and very good assessment records show the pupils' developing skills. Physical education contributes very well to pupils' social development. It extends contacts with the community, reinforces team work, co-operation and appreciation of one another's achievements. Pupils join in the activities trying very hard to achieve and show very good attitudes. They listen carefully and are aware of the needs to play as a member of a team.

93. The quality of teaching is very high. Very enthusiastic teachers and support staff, with very good subject knowledge and coaching expertise, insist on high standards of behaviour. Pupils are encouraged to produce their best effort and, as a result, they gain new skills and improve existing ones very well. Very good relationships allow staff to intervene without fuss if pupils lose interest or become too aggressive in team games. Support assistants are used very effectively and make an important contribution to the success of physical education lessons, consolidating the teacher's coaching. Swimming is a particularly strong aspect of the subject. The very high level of expertise of the swimming instructor, and the very high levels of encouragement and support pupils receive, promote excellent achievement. All pupils are included and all experience success so that they achieve Amateur Swimming Association awards.
94. Promoting equality of opportunity is a feature of all lessons. A group of pupils in Years 7 to 11 who were all in wheelchairs achieved very well in a cricket session. The lesson was very well organised and benefited from the input of a professional coach who, with the aid of special needs assistants, developed a modified game of cricket that pupils could play from their wheelchairs. In another session a group of pupils, ably supported by special needs assistants, developed their wheelchair proficiency around a slalom course. They are motivated to do this because they can receive recognition of their skill through the award of the Certificate in Wheelchair Proficiency accredited by the Royal Society for the Prevention of Accidents.
95. The subject is well led by two co-coordinators, one for the primary aged pupils and the other for secondary, who communicate well together. They are committed to providing pupils with as wide range of experiences as possible, both within school and in the community. Pupils' achievements in these activities are assessed very well. Therefore there are extra-curricular activities, such as basketball and keep fit, and participation in inter-school events like the Inter Borough Under 19s Athletics Championships for Students with Physical Disabilities, with the most successful going on to represent Haringey in the London Youth Games. Good quality resources are used very well and the school makes good use of the good facilities of partnership schools and within the community at large.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in pupils' personal, social and health education is **very good**.

Main strengths and weaknesses

- Pupils are very well taught and they achieve very well.
- Inclusion links on all sites contribute greatly to pupils' personal and social development.
- Well organised and effective co-ordinators have produced comprehensive programmes of study.
- Pupils study a range of topics that are appropriate to their age and interest as they move through the school.
- Very strong links with community facilities support learning.

Commentary

96. The promotion of pupils' personal development is a key feature of the school's aims and links in very closely with its inclusion philosophy and practice. Therefore, it places a particular emphasis on developing these skills. This is evident in all the work that it does and lessons in PSHE build on this very well to further encourage pupils' personal development in formal and planned ways. Overall, pupils make very good progress and achieve very well. Improvement since the last inspection has been good.
97. Teachers plan very carefully with a clear understanding of exactly what they want pupils to learn in each lesson. As a result they provide activities that are appropriate to pupils' age and

interests. Teachers are particularly skilled at including all pupils and they do this extremely well through their use of resources and individually targeted approaches to pupils. The use of symbols, Makaton signing and pupils' use of personal communication books all contribute very well to pupils' participation. Sensitive pupil management and techniques such as passing a ball around the circle to indicate who is to speak encourage pupils to express their views, which many do confidently.

98. Pupils are challenged in many ways in terms of analysing situations, teasing out important issues and explaining their conclusions. For instance, a class of Year 6 pupils considered how they might make their own, and others', lives better and one suggested 'by sharing'. Year 9 pupils were challenged to describe their views about begging and how they might perceive two people who look very different; one dressed shabbily and the other smartly. They are presented with complex social and ethical topics to consider. Two groups of older pupils participated in brainstorming sessions about contemporary issues; the right of pupils, particularly girls, to wear clothes associated with their culture rather than school uniform; the possible reasons for the lack of professional Asian footballers in Britain. A member of each group recorded the conclusions and the final plenary sessions enabled them to share these views during which some showed very perceptive insights.
99. The two deputy headteachers provide good leadership and management of the subject. Programmes address topics such as feelings, exercise and diet, personal care, and the psychological aspects of growing up, like having a disability. The school meets its statutory requirement to provide drugs and sex and relationships education well through sensitive and appropriate activities. In addition, all pupils have elements of citizenship built into the programme. Primary aged pupils look at rules and Years 7 to 9 covers topics such as the environment and the work of charities. Older pupils build on this work when they consider more complex topics like government and the law. Consequently, pupils and students in all years develop the skills and knowledge required to equip them to become full members of society.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Sixth form grade</i>	<i>School grade</i>
The overall effectiveness of the sixth form and the school	2	2
How inclusive the school is		1
How the school's effectiveness has changed since its last inspection	3	3
Cost effectiveness of the sixth form / value for money provided by the school	3	3
Overall standards achieved		2
Pupils' achievement	2	2
Pupils' attitudes, values and other personal qualities		2
Attendance	3	3
Attitudes	2	2
Behaviour, including the extent of exclusions	2	2
Pupils' spiritual, moral, social and cultural development		2
The quality of education provided by the school		2
The quality of teaching	2	2
How well pupils learn	2	2
The quality of assessment	4	4
How well the curriculum meets pupils needs	3	3
Enrichment of the curriculum, including out-of-school activities		2
Accommodation and resources	3	3
Pupils' care, welfare, health and safety		1
Support, advice and guidance for pupils	2	2
How well the school seeks and acts on pupils' views	2	2
The effectiveness of the school's links with parents		2
The quality of the school's links with the community	2	2
The school's links with other schools and colleges	1	1
The leadership and management of the school		2
The governance of the school	3	3
The leadership of the headteacher		2
The leadership of other key staff	2	2
The effectiveness of management	2	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

*In a special school such as this, **standards achieved** are judged against individual targets and not national standards.*

