

INSPECTION REPORT

BROADFIELD SCHOOL

Oswaldtwistle

LEA area: Lancashire

Unique reference number: 119883

Headteacher: Mrs Jane White

Lead inspector: Mrs Patricia Potheary

Dates of inspection: 27 – 29 September 2004

Inspection number: 268610

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	4 to 16 years
Gender of pupils:	Mixed
Number on roll:	122
School address:	Fielding Lane Oswaldtwistle Accrington Lancashire
Postcode:	BB5 3BE
Telephone number:	01254 381782
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Elizabeth Fisher
Date of previous inspection:	8 July 1999

CHARACTERISTICS OF THE SCHOOL

Oswaldtwistle Broadfield School is a day community special school for 122 boys and girls aged four to 16 years. There are 122 pupils, 88 boys and 34 girls, on roll all with Statements of Special Educational Needs for moderate and severe learning difficulties and autistic spectrum disorders. The school runs a special primary unit for eleven of its pupils with autistic spectrum disorders, many of whom are reception-aged children. One hundred and six pupils are of White British origin, the rest are from a range of other mainly English-speaking backgrounds. Three pupils from a Punjabi-speaking background are at an early stage of learning English. The socio-economic background of pupils and their attainment on entry to the school are well below average. The school is involved in the Inclusion Initiative, the Children's Fund and the Well-Being programme. It won the Healthy Schools award in 2004 and has Investors in People status. Eighty-three pupils on the school roll attend other schools and colleges for part of the week. The school has partnerships with local providers of work-related learning and careers education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21765	Patricia Potheary	Lead inspector	Science French Physical education
9619	Robert Miller	Lay inspector	
27409	Susan Hunt	Team inspector	Special educational needs Citizenship Geography History Personal, social and health education Religious education
23412	Alvin Jeffs	Team inspector	Art and design Information and communication technology Music
8798	Dennis Maxwell	Team inspector	Foundation stage Mathematics Design and technology
32271	Paul Thompson	Team inspector	English as an additional language English

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Broadfield is a very good school and a warm and caring place to be. Teaching is of a high quality and pupils enjoy coming to school and learn very well. Leadership and management of the school are very good ensuring strong achievement in a wide range of subjects and activities for pupils. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Teaching is very good and so pupils achieve their goals and make substantial progress.
- Pupils are helped very well to grow in confidence, maturity and independence.
- There is a very broad and rich curriculum, which is well suited to pupils' different needs and aptitudes.
- Provision for pupils with autistic spectrum disorders is of a very high quality.
- A large number of pupils is successfully included in some mainstream school lessons.
- Leadership and management are very effective in securing school improvement and raising standards.
- The school is not formally seeking to develop its outreach role to benefit further from reciprocal working links within the wider school community, which it is very well placed to do.
- Due to staffing difficulties, curriculum provision for music is too narrow and achievement in science is not secure.

The school has improved significantly since the last inspection. There has been some very good improvement in the quality of subjects, particularly information and communication technology (ICT), and excellent improvement in the teaching of literacy and numeracy within all subjects. Attendance has improved substantially. The role of governors in monitoring performance is strengthened and is still developing. The taught day remains short for secondary pupils, while the school waits for redesignation, but this is compensated for by the high standard of teaching.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 11	Very Good	Very Good

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

Achievement is very good. Pupils in all age groups, of all abilities, those with additional special educational needs and early English language skills achieve very well. Children achieve very well in the expected goals by the end of reception. Pupils with autistic spectrum disorders (ASD) make substantial improvements in their communication and social skills. For pupils aged 5 to 7 years, achievement in reading, writing and mathematics is very good. For those aged 7 to 16 years, achievements in the core subjects of English, mathematics and ICT are of an equally high standard. In science, achievement is satisfactory, overall, despite good teaching, due to a lack of regular staffing. In music, achievement in lessons is very good due to specialist teaching, but it is unsatisfactory, overall, because the curriculum is too narrow. By the time they leave school, pupils achieve an impressive array of appropriate and challenging qualifications.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, is very good. Their growth in confidence and maturity in response to the school's successful programmes is a key factor in the very good learning taking place. Pupils behave exceptionally well and have a very positive attitude to school. Those with behavioural difficulties, usually caused by

ASD, improve considerably as a result of the effective strategies followed by staff. Punctuality to lessons is very good and attendance is higher than that for similar schools nationally.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is also very good for pupils of all age groups, with no significant differences between the subjects. Teaching by teachers and special support assistants is skilled, based upon thorough planning, high expectations and good assessment, which is used to ensure lessons meet different individual needs. This leads to some very effective learning, where pupils are keen to do as well as they can. Occasionally, assessment is not consistently used well and pupils' progress is slower as a result. Very good classroom management and excellent relationships give pupils the confidence to learn independently and work well with others. Homework is given regularly, but parents are not sufficiently aware of the policy.

The curriculum is very good. It provides the full National Curriculum and ample opportunity for pupils to take part in sporting and arts events and to prepare themselves for the world of work. There is an excellent programme to develop pupils' personal, social and citizenship skills and to help them learn alongside their mainstream peers. The music curriculum is not sufficiently broad to develop the full range of required skills and extra-curricular activities for primary-aged pupils are too limited. The school makes very good provision for the care, guidance and support of pupils, keeping them safe and helping them make the right choices. Partnerships with parents, other schools and the community are another key strength, leading to some very good arrangements for pupils to attend mainstream schools and colleges and ensuring very good support for the school. Despite this, the school has not yet responded formally to national initiatives to enhance its role and gain further benefits through outreach work. Many of the necessary skills and contacts to achieve this are already in place.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The headteacher, supported very well by the deputy headteacher and leadership team, has a strong inclusive vision with a very effective focus on achievement. Very good appropriate planning, based upon thorough monitoring, leads to continuous improvement and development. Good governance by the very committed and improving governing body ensures that the school fully complies with all statutory duties and continues to serve pupils very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They think highly of the teachers, the way their children gain confidence and achieve so much. A minority of parents feel that extra-curricular activities, for primary-aged pupils, are too limited and this is supported by the inspection team. Pupils also like their school very much and talk animatedly about the many things they enjoy and achieve.

IMPROVEMENTS NEEDED

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

- Seek to formally develop an outreach role to benefit further from reciprocal working links within the wider school community.
- Seek to ensure that staffing and provision for science and music are secure.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements are very good in all age groups. Achievement in the core subjects of English, mathematics and information and communication technology (ICT) is very good and in science it is satisfactory.

Main strengths and weaknesses

- Pupils make considerable progress as they move through the school and they all leave with an impressive number of appropriate qualifications.
- Achievement is very good in personal and social education and religious education, as well as in most core subjects, for pupils of all abilities throughout the school.
- Pupils with autistic spectrum disorders (ASD), including those in the Foundation Stage, achieve very well.
- All pupils achieve equally well regardless of ability, ethnic origins, special need or gender.
- Achievement is satisfactory in science and unsatisfactory in music due to unavoidable staffing issues.
- There has been very good improvement in pupils' achievements since the last inspection.

Commentary

1. The results in the Statutory Assessment Tasks and tests (SATs) show that pupils achieve very well by the age of seven, eleven and fourteen compared with similar schools, although the numbers involved makes such comparisons unreliable. By the time they leave school, pupils gain an average of 27 National Skills Profiles each in communication, numeracy, ICT, and personal and work-related skills as well as an average of over five entry-level GCSE certificates in English, ICT, food technology, science and humanities. Many of these certificates are at the highest grade, with ICT being the strongest subject and science comparatively the weakest. Two pupils gained GCSEs by attending the local secondary school part-time last year. These results represent very good achievement and progress and show very good improvement from year to year. Pupils of all ages also regularly achieve the targets in their individual education plans (IEPs) very well, because of the clear focus on them in all subjects.
2. In the Foundation Stage the children, who are aged four, had only been in the school for two weeks at the time of the inspection. When the nature of their difficulties is taken into account, and the high quality of teaching and provision is observed, it is evident that they are making very good progress. They are achieving well in their physical development and very well in all the other areas of learning, particularly speech, language and communication and personal, social and emotional development where they experience the greatest difficulties. The children of this age who have ASD are already generally calm, relating well to others and learning quickly how to make their needs known.
3. All pupils achieve very well in all age groups. This is true of all pupils regardless of special educational need, level of understanding of the English language, gender, ethnic origins or ability and careful monitoring ensures that pupils in these different groups are doing as well as they can.
4. In English, the very high quality of pupils' work is equally good in speaking and listening and communication, reading and written work. This high quality of achievement begins in the Foundation Stage and is built upon throughout the school. By the time they leave school,

pupil's English and literacy skills enable them to be sufficiently confident in the work-place and the wider world. They all gain an appropriately strong set of qualifications in line with the high expectations set by the leadership team and staff.

5. In mathematics, pupils achieve well up to the age of 11 and very well from 11 to 16 years. The good and very good use of a wide variety of methods and approaches, as well as the very good behaviour and attitude of the pupils, is why teaching is so effective. By the time they leave school pupils have a strong foundation in number, can use mathematics in a practical way and gain some very good grades in their qualifications compared with similar schools.
6. Achievement in ICT, personal and social education and religious education is equally high for all pupils and is a testament to the dedication of teachers and teaching assistants in pursuit of the school's focus on high standards and continual improvement.
7. In science, the achievement of pupils is more mixed and is satisfactory, overall. This is entirely due to staffing difficulties and means that, last term, achievement was good in the primary department and just satisfactory at secondary level. The quality of teaching, particularly planning, has improved this term and pupils are on track to achieve more highly. In music, achievement is not satisfactory because there has been no formal timetabled curriculum until this academic year, as no teacher could be found. This year, the good quality lessons provided by the local education authority music service still do not cover the full range of experience required.

Pupils' attitudes, values and other personal qualities

Personal qualities, including spiritual, moral, social and cultural development, are promoted very well. Attitudes and behaviour are very good. Attendance and punctuality are very good.

Main strengths and weaknesses

- Relationships between pupils and between pupils and staff are excellent and contribute to the very positive ethos of the school.
- Pupils are very good at undertaking the wide range of responsibilities provided.
- The very good provision for the spiritual, moral, social and cultural development of pupils helps them to grow as well-adjusted and well-rounded people.
- Pupils become increasingly mature and self-confident as they move through the school.
- High quality teaching has ensured that pupils are very keen to work hard and take a pride in what they do.

Commentary

8. Pupils enjoy school. Its strong sense of community cultivates their feeling of being part of something worthwhile, which they express very clearly. They value learning and, in lessons, they listen attentively and apply serious thought and effort to their work. Pupils, particularly in the secondary department, get thoroughly involved in the extra-curricular activities on offer and are enthusiastic about school trips. There are very good and trusting relationships between pupils and staff in which all pupils feel supported, valued and well cared for. Members of the School Council discussed the way they are very well supported in school. The Council has been formed recently and is helping pupils make a positive contribution to life in school. This all results in pupils being keen to improve and work hard to meet their targets. In addition, this term, the role of prefects has been introduced and is very successful in giving older pupils responsibilities towards the younger members of the school. The fifteen prefects make perfect role models as they listen to younger pupils read, watch over them during breaks and lunch-times, encouraging them to play and enjoy themselves safely.

9. Pupils' very good responses to school lead to greater maturity. The everyday interactions between staff and pupils, as well as between pupils themselves, are extremely positive, reinforcing the high regard in which all are held. For the very few pupils who display difficult behaviour and find it hard to concentrate, staff work well together to reinforce consistently good behaviour. Isolated incidents of bullying and racism are dealt with quickly and efficiently. Two pupils were temporarily excluded in the last school year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	106	6	0
White – Irish	2	0	0
White – any other White background	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	5	0	0
No ethnic group recorded	6	0	0

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

10. Pupils have a very clear understanding of right and wrong. Teachers are clear in discussing rights and responsibilities in different situations, and the legal system is considered in citizenship lessons. Pupils are also given opportunities to consider the importance of a free national press.
11. Pupils are encouraged to take a very broad view of their learning. They show spiritual reflection through wonder at their discoveries in science lessons and by responding to the beauty of the landscape on visits out of school. Spiritual development is also encouraged through religious education lessons, where a number of faiths and cultures are studied. Assemblies are held every week, and include prayers and music, and prayers are said daily before lunch and at the end of the day. This is an excellent opportunity to see all faiths, including Christian and Muslim, praying side by side to the same God. Many subjects contribute very well to pupils' cultural development. High quality art lessons, for example, help pupils to reflect on their work and that of great artists and craftsmen and women. During the week of the inspection the school had chosen to promote its multicultural links, and a group of pupils of all ages gave a very good performance as a Jamaican steel band playing delightful calypso-style music at the start of the assembly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.8
National data	8.2	National data	1.8

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

12. Attendance is well above that for similar schools and is very good. Pupils enjoy coming to school and want to do their best in lessons and activities. This has a very positive impact on their achievements. The school and the Education Welfare Officer have worked hard to improve the level of attendance since the last inspection, when it was unsatisfactory. Pupils are seldom absent unless they are ill or have medical appointments and they are very punctual. Staff follow up any absences rigorously and always contact parents or carers right away.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching and learning, the curriculum, care, guidance and support and partnership with parents, other schools and the community are all equally very good.

Teaching and learning

The quality of teaching and pupils' learning is very good throughout the school. Assessment of pupils' work is good.

Main strengths and weaknesses

- Thorough planning and subject knowledge support consistently high quality teaching and learning.
- Teachers have high and appropriate expectations, which ensure that pupils try hard and are keen to learn as well as they can.
- Very good class management and excellent relationships leads to very good independent learning and increasing co-operation between pupils.
- The very good skills and knowledge of special support assistants contribute substantially to pupils' achievement.
- Assessment is strong and is used very well to meet individual needs in most lessons, but it lacks consistency and a few lessons do not show clear planning to meet individual needs.
- The use of homework to promote learning beyond the school day is often good, but the school's policy is not communicated sufficiently clearly to parents or consistently applied.

Commentary

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
6 (12%)	21 (43%)	20 (41%)	2 (4%)	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.

13. The quality of teaching is very good for pupils of all ages. This level of consistency is largely due to thorough planning and very good subject knowledge, especially in the core subjects of English, mathematics and information and communication technology as well as in personal, social, health and citizenship education and religious education. Teaching for pupils with autistic spectrum disorders in the special unit, and for all other significantly different groups within the schools, is equally very good. This high quality of teaching ensures that pupils achieve very well, so that by the time they leave school they are very well prepared for the next stage of their education and work.
14. It is evident, in all lessons, that pupils try to do their very best as they respond to the challenging, but well-pitched expectations of teachers, who are keen to extend their understanding as much as possible. The skills of special support assistants are also of a very good quality. The assistants show very good knowledge of the different subjects being taught,

but also respond sensitively to individual pupils whose needs they are very familiar with. Pupils achieve equally well in sessions with special support staff, as they do when taught by teachers, and so benefit substantially from the additional help. Pupils think highly of their teachers and subjects and are keen to tell visitors how well they are doing.

15. The very good behaviour in lessons for pupils of all ages, including those with behavioural difficulties, is due largely to very good classroom management, well-established routines and very positive and rewarding relationships between pupils and staff. For this reason, as pupils get older they learn to collaborate with others more and more effectively on projects, as well as working independently looking up information or completing coursework.
16. Although assessment is good, it is very good in the Foundation Stage. In the most effective lessons there is a professional debate between teachers and support assistants about the context in which pupils have demonstrated achievement. Targets in IEPs are assessed and annotated where necessary and this is used well in planning the next steps in learning. Teachers' planning indicates a range of assessment strategies, including National Curriculum levels, P scales, discussion with pupils and annotation of pupils' work. This means that most lessons are clearly planned to address pupils' individual needs and levels. Some teachers, in English and physical education, for example, do not do this consistently. This means that most children know clearly what they need to do to improve, but others in a few lessons are not so clear and so do not progress as fast as they could.
17. Teachers provide a wide range of activities and work, related to the work pupils are doing in class, as homework. The school's policy for homework is straightforward and indicates how this will be used. Communication with parents regarding homework is not effective, however, and is an area for development recognised by the school. Further consultation is planned to enable parents to play their part in this aspect of the school's work.

The curriculum

The quality of the curriculum is very good. Enrichment of the curriculum, accommodation and learning resources are good.

Main strengths and weaknesses

- The curriculum is very well planned to give all pupils a wide range of relevant and motivational experiences, which help them to learn very effectively.
- Despite some high quality lessons the music curriculum is not sufficiently broad and is unsatisfactory.
- The curriculum for pupils' special educational needs, including those in the unit for pupils with ASD, is highly appropriate.
- There is a very good curriculum for pupils aged 14 to 16 years, well supported by very good opportunities for them to learn about and through the world of work.
- Pupils' personal, social, health and citizenship education is promoted in an excellent manner throughout the curriculum.
- Pupils participate in a wide range of relevant activities associated with the arts and sport.
- The use of visits and resources in the community is a particular strength of the school's work, but extra-curricular opportunities for primary-aged pupils are limited.
- Teachers' specialist expertise is very good and well-matched to pupils' needs, but science and music lack regular staffing.
- Accommodation is good, overall; it is well maintained and welcoming, with specialist ASD and 14 to 16 provision. Some specialist accommodation for science and physical education is unsatisfactory.

Commentary

18. The school's very good curriculum provides the full range of the National Curriculum subjects, religious education and collective worship. The curriculum is very well planned and is well-matched to the different learning needs of all pupils and therefore fully inclusive. The school regularly reviews and develops provision and has recently introduced the Healthy Schools initiative, for example. The curriculum for music is currently unsatisfactory as pupils do not have the opportunity to study all aspects of this subject due to staffing difficulties within the LEA music service. There are now two new LEA music specialists who provide high quality lessons to help pupils develop some good musical skills. There has been very good improvement since the last inspection in the quality of all subjects. The school day is still short for secondary-aged pupils, but the school has been waiting for the outcome of redesignation proposals. The quality of education is sufficiently high for this to have a suitably limited impact.
19. The growing number of pupils who have additional special educational needs such as ASD are very well provided for. All staff within the specialist ASD unit are trained in the TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) system to enable these pupils to learn effectively. In addition, the use of signs and symbols, such as the Picture Exchange Communication System (PECS) supports the developing communication skills of pupils very effectively. Staff make good use of specialist facilities, including the sensory/imagination room. The school is very well supported by the Educational Psychologist who, with the deputy headteacher, has devised a motor skills programme to help pupils' mobility, to overcome a lack of occupational and physiotherapy support. Very good speech and language therapy offers support within the classroom or, where necessary, pupils receive one-to-one support. For pupils who are just learning English, effective support is given from a bi-lingual assistant who speaks their language. This enables them to make very good progress.
20. The well-developed curriculum for pupils aged 14 to 16 years prepares them very effectively for the demands of life after school. There is a wide range of accreditation opportunities, which are reviewed regularly to enable pupils to demonstrate their achievement on a nationally recognised basis. The curriculum for older pupils is very well supported by a very effective programme of learning about and through the world of work. The very good provision at a local college enhances the vocational courses offered to pupils. This provision successfully improves pupils' personal development as well as increasing their vocational skills. For example, they mix confidently with those from mainstream secondary schools and with adults pursuing courses. There is a very effective and well-supported programme of work experience. Careers education and guidance, two periods of work experience, college links, work placements and the experience of running their own businesses through a mini-enterprise project promote pupils' personal, moral and social skills very well.
21. Provision for personal, social, health and citizenship education (PSHCE) is excellent. Pupils' personal development is promoted very well through formal lessons, which include sex and relationships education, teaching about alcohol and drugs misuse and elements of citizenship. The curriculum also provides pupils with a very wide range of other meaningful learning opportunities that help them develop as rounded characters. Teachers take every opportunity to challenge pupils to develop these skills. For example, some older pupils act as prefects, assisting younger pupils and helping them to develop their social skills at play time. Younger pupils value this greatly and make better progress as a result of these very good role models.
22. The curriculum is enriched very well for all pupils through a wide variety of appropriate and meaningful experiences, which help them to put their lessons into a wider context. Younger pupils thoroughly enjoy trampolining, horse riding, soft play and special physical education; and all pupils benefit from a wide range of trips, such as those to farms, the seaside and nature reserves. Very good use is made of Accrington Library's Smile Centre where pupils build on the skills developed in their English lessons. A wide range of opportunities exists for pupils to be involved in both sports and the arts at local schools and events. Extra-curricular activities for younger pupils are limited by fixed transport times and are restricted to a weekly choir session. These pupils do not therefore have sufficient opportunities to experience and develop

a broader range of skills outside normal school hours. There is, however, a very good, well-attended summer holiday club to compensate for this. Older pupils benefit from a lunch club, with a range of activities provided as an alternative to playing outside.

23. Staffing is good, overall. Staff specialist knowledge and skills are very well matched to the curriculum and to pupils' needs in most subjects. Through unavoidable circumstances there are no regular teachers for science and music, which is having a negative impact on pupils' achievements in these subjects. A very effective programme of professional development maintains the expertise of all members of staff, who work together very effectively as a team. The deployment and skills of special support assistants is a strength of the provision made by the school.
24. Accommodation is attractive, very well maintained and largely meets the needs of the curriculum. There is very good accommodation for young pupils with ASD and for pupils in the last two years of their school life. The hall, outside spaces for physical education and the science laboratory are not satisfactory, especially for the older pupils. The school overcomes this to a certain extent by using the facilities of other schools. Resources are very good in the majority of subjects and are imaginatively used by the staff. For example, pupils take a great delight in joining in with the many multi-sensory activities which are planned to develop their English.

Care, guidance and support

The school ensures that pupils' care, welfare, health and safety very well. It provides them with very good support, advice and guidance. Pupils are involved well in the work and development of the school.

Main strengths and weaknesses

- The very good care given to pupils and the excellent trusting relationships they enjoy with the staff ensure they are secure and can do their best.
- The school monitors very carefully how well pupils are doing and ensures that they are continually encouraged to achieve well.
- Pupils' involvement in setting their own targets, to help them decide what they should do to reach their goals, is limited. This is an area identified by the school for further development.
- There are very good induction arrangements for pupils starting at the school.
- Pupils receive very good impartial advice on further study or career opportunities.

Commentary

25. The school provides a very clean, well-maintained and safe environment. This is a continuous improvement since the previous inspection.
26. The formal policies and practices relating to health and safety and child protection are well considered and properly carried out. As well as this, teachers and other staff know the pupils very well and recognise their needs. They act quickly if a pupil is unhappy or under pressure and are particularly careful to make sure that new arrivals are helped to settle in. Pupils have an excellent and trusting relationship with adults in the school. This informal care is supported by more organised systems. Staff meet outside agency representatives such as the Educational Psychologist and Education Welfare Officer regularly. They are kept aware of ongoing and potential concerns through internal staff meetings. The school also employed a school counsellor for two hours a week. Pupils told inspectors how happy they were in the school and it was evident that this made them want to do their best.
27. Teachers visit pupils' previous schools to obtain all relevant information and to ensure that their induction into Broadfield is a pleasant and rewarding experience. Parents say that induction arrangements are superb. Each pupil's personal development is then recorded formally and

monitored across all years. Some pupils are self-evaluating their own work but their involvement in setting their own targets remains underdeveloped. This means that they do not always understand what steps they need to take to reach their goals. Class teachers

track pupils' academic progress carefully through the year and pupils say their work is assessed so they know how to improve. This is a significant improvement since the last inspection.

28. Older pupils receive impartial advice, both from within school and from outside agencies, on further study or career opportunities. The school works very closely with Connexions services from pupils' home areas to ensure that transition to local further education or the world of work is well planned and effective.
29. The school considers pupils' views, mostly through the School Council, on a number of topical issues. Pupils approve of this and feel they are valued and listened to. They say that their views are welcomed and dealt with seriously. When the issues they raise cannot be acted upon straightaway they are told why and if action cannot be taken then this too is explained to them. The formation of a School Council, for consulting with pupils and formally involving them in how the school works, is an improvement since the last inspection.

Partnership with parents, other schools and the community

The school has a very good partnership with parents. It has very good links with the community and other schools and colleges.

Main strengths and weaknesses

- Parents are highly satisfied with the school and what it provides.
- End-of-year reports for parents about their child's progress are of a very high quality.
- The school has very productive links with the community and these continue to be developed.
- The very good links with other schools and colleges ensure that pupils transfer happily into their next stage of education and also help to enhance the curriculum.
- The majority of parents contribute to their child's learning at home but a significant number do not, which slows the possible progress made by some pupils.
- Formal consultation with parents about school improvement remains underdeveloped.
- There is a well-planned programme of inclusive links with other schools, which enables the great majority of pupils to work alongside their peers and is highly supportive of their learning.
- Despite these very good inclusive links, there is no formal policy to develop outreach services to other schools. The school therefore misses the many benefits that would come from this.

Commentary

30. Parents are highly satisfied with the school and confirm that the partnership between them is very good. This is a continuous improvement since the last inspection.
31. Parents agree that that they are comfortable about approaching the school with any problems or concerns they might have. All parents agree that their child likes school and makes good progress. They say they are kept very well informed of how their child is getting on at school. End-of-year academic reports are excellent. They clearly set out how the pupil is progressing and give targets for improvement for the ensuing year. Parental comments show how much they are appreciated. "The Friends of Broadfield" raises funds for learning resources and feel a strong sense of partnership based on mutual trust and confidence in the school. However, whilst parents say that the school seeks their views, the consultation process is not on a formal and regular basis directly linked to school improvement. A good number of parents help in school and at home with their child's learning. However, there is a significant number that is

either unable to or does not. Despite the school's efforts, this remains an area for further development.

32. The school has effective involvement with the local and wider community. Pupils visit London and the House of Commons, and Blackburn Rovers and Accrington Stanley Football Clubs. They have regular opportunities to use the local sports centre and its facilities. Educational visits and residential placements support the curriculum very well and enhance pupils' personal development. Visitors to the school include the police, fire, nursing and library services, all of whom make a significant contribution to the excellent personal, social and health education programme that the school offers. The school does not yet encourage community groups to use its premises and facilities to further promote school improvement.
33. Links with other schools and colleges in the area are comprehensive. Arrangements to help pupils to choose and transfer to post-16 institutions, training providers or employment are also very thorough. The school has developed an impressive range of formal and informal links that significantly enhance the range of learning opportunities for pupils. Very good inclusive links with local primary and secondary schools have been planned very effectively to ensure that over two-thirds of pupils have the opportunity to work alongside their mainstream peers and to participate in the widest possible range of learning opportunities. All schools involved benefit greatly from these partnerships. As a result of these links, one pupil is now a full-time member of a local secondary school and is enjoying success in all areas of his school life. His headteacher speaks very highly of the high quality support provided by Broadfield school to ensure that this programme was successful. Pupils involved in inclusive links with secondary schools have the opportunity of further extending their already very good opportunities for accreditation by taking GCSE examinations.
34. Broadfield school staff provide occasional support and training to mainstream primary and secondary schools, on autism, literacy, numeracy, ICT and intervention techniques. However, despite national and local inclusion initiatives, the school is not seeking to develop a formal outreach role with which to:
- Benefit further from reciprocal and effective working links with other local schools;
 - Strengthen the successful and timely transfer of some pupils to mainstream school;
 - Extend the skills of staff within the local community of schools to better meet the needs of all pupils.

The school is very well placed to achieve this.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. Leadership is very good with some excellent features. Management is very good and governance is good.

Main strengths and weaknesses

- The headteacher and all senior staff have an excellent inclusive vision for every pupil, and always seek the best for them.
- The effective and appropriate development plan is focused strongly on achievement and has been developed with the full staff team.
- The school uses self-evaluation very well to identify areas for development.
- The school has developed excellent processes to monitor performance, identify trends and act on the results.
- All staff are very well supported and receive very good professional development.
- The governing body has improved significantly since the last inspection, especially in helping to shape policy and in understanding what is strong or needs developing. Their role in providing challenge and guidance is now satisfactory and is ready for further development.
- The possible redesignation of the school, for primary-aged pupils only, has created considerable tensions about the future. In the light of this, school leaders have not sought to formally develop

the school's role in the wider school community despite having a suitable range of skills and links to achieve this.

Commentary

35. The headteacher has overseen very good improvement in the work of the school since the previous inspection. She is a very good leader, who is very well respected by governors, colleagues and pupils alike. She has a vision of the school, which is totally inclusive, respecting adults and children alike as individuals. However, she has also pursued the improvement of standards rigorously and ensured that very good staff are appointed to take the inclusive vision forward. She is very well supported by her deputy and all other key staff, who form a very strong team in moving the school forward effectively.
36. The very detailed and relevant school development plan has identified the most important issues and involved all members of staff in taking each aspect and subject forward in a realistic and positive way. Issues from the previous report have been rectified and the plan is now a very powerful document in driving improvement.
37. All plans and initiatives are well supported and implemented by staff in their role as curriculum co-ordinators. The head and deputy have ensured that self-evaluation has developed very well. They have set an excellent example in collecting relevant information, analysing it and identifying where progress is and is not being made at an appropriate rate. These processes have been followed by most staff and this, in turn, has meant that most curriculum areas are now able to identify where their strengths and weaknesses are and plan accordingly. This has been noticeable in ICT, where the subject has been transformed in this way since the last inspection.
38. The school's use of performance management to develop skills for managers, class teachers and special support assistants is impressive. All staff appreciate the supportive way in which they are inducted into the school and think the ongoing professional development opportunities are very good. Many subjects, such as ICT, English, design and technology and mathematics, have benefited from this. It has been a contributory factor to the school's highly effective support of pupils with ASD and other complex needs.
39. As a result of the very good involvement of staff in developments and the training programme that backs them, there are really effective teams working within the school. All adults demonstrate very good teamwork within classrooms, to pupils' benefit. In addition, the teamwork and professionalism shown by special support assistants make a powerful contribution to the school's success.
40. Governors are very active in their support and play an important role in the development of the school. The chair of governors and chair of the finance committee play a particularly key role in ensuring that all statutory requirements are met and that the school uses its income to the best effect for pupils currently in the school. Through their very good committee structure and regular visits they know the school much better than at the last inspection, when their systems for monitoring teaching, progress and value were deemed "not sufficiently rigorous". There has been good progress since that time. The governing body now has a strategic vision, but does not yet have all the skills necessary to provide strong guidance and challenge to the senior managers of the school. The data presented to them is insufficiently clear to make this aspect of their role easier.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,264,832
Total expenditure	1,220,229
Expenditure per pupil	10,085

Balances (£)	
Balance from previous year	70,747
Balance carried forward to the next	115,350

41. School financial procedures are good. The large sum carried forward has been allocated to workforce reform and building refurbishment, which is already underway. The carry forward will reduce to 5 per cent this year. The school uses its financial allocation well. It makes sure that best value is achieved in its purchases. Subject and department audit plans now inform expenditure on resources and staffing. Appointments are made following a careful analysis of need. These have been very effective. For example, the appointment of an ICT technician has supported the very good development of this subject in the school. The administrative staff provide good back-up and contribute well to the smooth running of the school.
42. There are many aids to raising achievement within the school. The passion, commitment and expertise of all staff provide a powerhouse of energy and imaginative curriculum development that also takes great care to remember individual needs. The relentless focus on achievement shown by senior managers and all teaching and support staff ensure that pupils are always helped to achieve as well as they can. In addition, links with local schools and colleges provide a strong basis upon which the school can build as it seeks to use its expertise in an ever-widening arena.
43. There is considerable uncertainty arising from the possible redesignation of the school. Although it does not affect the high quality of planning, teaching and achievement, it has caused much anxiety for parents and staff and has created issues for future staffing that require a great deal of time from senior leaders. This is a barrier to raising achievement further in those subjects, which are not as good as the best. It has also had a negative impact on the energy and vision required to develop the outreach role of the school in the wider family of schools.

WORK-RELATED LEARNING

44. Work-related learning (**WRL**) was sampled. One lesson was observed and staff were interviewed.
45. There is a well-developed work-related curriculum, which prepares pupils very effectively for the world of work. Pupils take work-related courses at college, which significantly enhance their vocational skills. These include well-established courses at the local farm college, motor vehicle maintenance and painting and decorating. Regular careers lessons teach pupils very effectively about the options open to them and the different jobs people do. Careers education and guidance receives very good support from the Connexions service, who help with the transition plans of every pupil from Year 9. The school also holds a careers guidance evening each year. Every pupil has two periods of work experience, which are flexible and negotiated to suit their individual needs. Pupils also have the opportunity to run their own businesses through a mini-enterprise project. The school has established accreditation through the National Skills Profile with Years 10 and 11. The subject is very well managed and the subject leader is currently studying for a specialist careers qualification.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children's achievement is very good.
- Teachers and other adults form very strong teams, with an emphasis on supportive relationships with the children.
- The quality of teaching, particularly specialised approaches for children with ASD, is very good.
- Activities are chosen very carefully to provide high quality and relevant experiences.
- There is a very high level of commitment and care for the children's welfare and progress.
- The leadership and management are very good.

Commentary

46. Children are admitted to the reception classes when they are four years old. The majority go into the specialist unit for pupils with autistic spectrum disorders (ASD) where they have the opportunity to stay for three years. This provides a very secure and stable environment to help them learn and progress. The detailed and effective Foundation Stage curriculum covers all the areas of learning. In the ASD unit this is delivered within an appropriate and highly specialised structure, supported by very good, finely graded assessment procedures. The high level of staff's specialised skill in working with pupils with ASD means that these children have already begun to learn effectively, listen and communicate their needs. In all Foundation Stage classes teachers plan carefully, so that all areas of learning have a good and equal share of attention. Teachers and special support assistants consistently provide very purposeful and stimulating opportunities for children, demonstrating a very good understanding of young children's learning.
47. Planning, supported by accurate on-going observation, means that activities take very good account of the children's individual education plans and individual needs. As a result of the thoughtful and very perceptive teaching, children achieve very well. However, in mixed-age classes, the approach and timing of English and mathematics sessions is not always sufficiently flexible for reception-aged children, who sometimes have to move from one activity to the other too quickly. There is a very good policy to support provision, although, for example, there is no reference to how the multicultural dimension is addressed. The strength of this provision is due to very good leadership and management of the Foundation Stage. There was no Foundation Stage during the last inspection, and this is a new provision.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

48. All staff place the highest priority on encouraging the children in their personal and social development, confidence and independence. As a result, children's achievement is very good in this area. Children's personal development is promoted through every activity. For example, at snack time children learn to take turns and to be polite. Others are helped to build relationships by identifying and naming one another using photographs and signing. Children are helped to count with very effective personal and individual support. A good range of stories introduces children to many characters and helps them to understand human feelings and behaviour. As a result, the children are helped to develop early learning skills, such as responding to questions, listening, finding meaning in pictures and using their emerging communication skills confidently.

49. The very good teaching ensures, even at this early stage, that many children maintain attention well, listen quietly and put a lot of effort into making a response. A particularly strong feature is the way children are helped to concentrate, staying with one activity for a long time, usually with adult support but sometimes on their own. This leads to a settled and happy learning environment, suited well to very young children. Adults respond immediately when a child is distressed to reassure and comfort them, as well as making clear the expectations for behaviour. Children are learning the expectations of how to behave well. All members of staff provide very good role models, by treating children with friendliness, courtesy and respect. There is a good emphasis on learning social skills, such as the routine of saying or singing 'Hello' and they know that lunch-times in the dining-room are a social occasion and are learning to eat politely and happily together. The impact of the high quality provision is exemplified well by the happy and purposeful atmosphere in the classrooms.

COMMUNICATION, LANGUAGE AND LITERACY

50. Children's achievement is very good in this area because teachers and other adults use a wide variety of skills and approaches very effectively to stimulate language development. Children are introduced to early signing from when they first enter reception. The targeted sessions, as well as specific use in lessons, help to build a repertoire that children use with growing confidence. The adults' excellent emphasis on, and use of, picture exchange and symbols act as a powerful stimulant for children's language development. As a result, all children make very good progress in conveying their thoughts. For example, in one very well prepared lesson the class teacher used trays of (simulated) water, mud and snow to give meaning to the story of going on a bear hunt so that the children could relate the feel of them to the language. The children were highly stimulated by a tape of animal sounds in the jungle, along with toy animals, so that they wanted to talk and express their ideas, for example, about the monkey's tea. The teacher's planning and approach demonstrated very careful adjustment to children's individual needs, and all were included very well in the activities.

MATHEMATICAL DEVELOPMENT

51. Teachers provide a very good choice of worthwhile mathematically-based activities. Teaching is very good in this area and, as a result, children achieve very well despite their limited skills. The children become familiar with early number and counting skills, comparisons and ideas of space. For example, children were given a good lead to sing 'Mummy duck went swimming one day' and they had an early idea of how many were left each time. The teachers and other adults provide very good one-to-one interactions with practical materials, which, with consistent encouragement and support, are very effective in helping pupils make progress. Teachers focus carefully on early mathematical skills and vocabulary, including all the children regardless of ability because tasks are matched very well to individual needs. Teachers also give close attention to helping children form marks on paper that later will develop into letter and numeral shapes. Ideas of shape and design are inherent in many of the children's discussions and experiences, such as building a tower of number boxes and learning to follow print from left to right.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

52. The teachers plan a very good selection of carefully prepared activities that promote children's understanding of the world around them. Teaching and learning are very good in this area. As a result, children achieve very well. Activities that include positive interactions between the adults and children, such as regularly acting out a story, are a strong feature of the organisation. These encourage children to explore materials and become familiar with everyday objects. For example, in one lesson, the class teacher had prepared trays of water and other substances to help children experience how properties vary. Skilled discussion and questioning encouraged the children to observe and talk about the textures. This included turning on a fan to blow the (simulated) snow. They learn to make things with 'lego' bricks and a host of other well organised materials. A further good feature of the planned activities is how

children are introduced to the routines of the school day, for example, through picture sequences of the day and at snack times. Many children demonstrated an early understanding of how materials differ and the experience had a strong impact on their achievement. Children have good opportunities to use computers. They are gaining the early skills by dressing a teddy character on screen and they enter commands for other programs by touching the screen. Children cannot choose to go outside, when appropriate, if they wish, and this limits the number of opportunities for them to learn to make choices.

PHYSICAL DEVELOPMENT

53. The school makes good provision, overall, for children's physical development and they achieve well. Children are strongly encouraged to develop signing, showing good success in making the correct signs. Teachers plan a wide range of imaginative activities for stimulating physical skills; for example, in a lesson based on the big book 'Walking through the jungle', the teacher recorded a roar into a recording machine. The children could play the sound back by tapping the top of the recorder, creating great pleasure and motivation. In another lesson, all the children had the skills to put a large marble in the chimney of a roller ball. Adults encourage children to develop their manipulative skills in handling a variety of small equipment. Activities such as print making and painting, encourage control and children demonstrate good development in holding crayons and paint-brushes. The children are beginning to know how to hold a book and to turn the pages.
54. Development of children's larger physical movements varies considerably. In one lesson, children were encouraged to keep their balance when walking along a bench and to step evenly on stepping-stones as part of a circuit. The youngest pupils were just beginning to learn how to make some of the movements, but they tried hard and improved with practice. The adults ensure that there is a good level of safety and are quick to respond to any small slips. Access to the outside is only available at timetabled times, to protect those who may run out unexpectedly. However, this does not provide sufficient opportunity for independent or supported physical activity and choice and so progress is satisfactory rather than good in this area.

CREATIVE DEVELOPMENT

55. The school gives very good attention to the development of children's creative skills through language, art, music and imaginative play. As a result, children achieve very well. Teachers select an interesting book each week as a focus for language, which acts as a very good stimulus for the children's imaginative and creative development. For example, children were able to see and feel a variety of materials and to watch 'snow' being blown so that their imaginative ideas were promoted. In addition, some children spend time in the very good imaginative play area, which, on this occasion, helped them by reinforcing the language and ideas of the story. Children are encouraged to select and use a variety of media for picture and model making, with growing skill and confidence. For example, they have painted faces and Mother's Day cards and have taken photographs showing themselves celebrating the festival of Eid. The very good teaching allows children the time and opportunity to make choices, experiment and use their imagination. The children love to sing and make music and are encouraged very well by the staff. In one story session, children sang 'Mummy duck went swimming one day' with enthusiasm while counting the baby ducks. They are also encouraged to talk about what they are doing and through this they learn new words.

SUBJECTS IN KEY STAGES 1, 2, 3 AND 4

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve very well in English by the time they leave school.
- Pupils' development in communication and discussion is very strong.
- Teaching is skilled and very effective in helping each individual pupil make suitable progress.
- The high quality of subject leadership and management has ensured very good improvement.
- English and the teaching of literacy in all subjects has improved significantly since the last inspection.

Commentary

56. The very good achievement by pupils is a significant improvement since the last inspection. The English SATs results show that pupils achieve consistently higher than in other similar schools by the end of each key stage. By the age of seven, pupils are making good progress in their reading. Most pupils are able to match words and pictures appropriately and read along with adults with some accuracy, predicting the next events in a sequence. In writing, some pupils can write their name and copy simple sentences while others independently write what they have been doing or how they feel. Particularly good progress is seen in pupils' speaking and listening skills, where they can concentrate on a story for an extended period and recall the main details accurately.
57. By age eleven, pupils' progress in reading and writing is very good. Most pupils are becoming independent writers. Some, for example, developed instructions on how to make finger puppets. Very good teaching enabled these pupils to understand how to modify and improve their work. Others wrote their own play script about the "Three Little Pigs", reading the parts with great relish and characterisation. Pupils with higher levels of attainment can read books accurately describing why the characters might have behaved in the way they did.
58. By the time they are thirteen years old, pupils continue to make very good progress and are now able to write in a variety of different styles. Particularly good work was seen in the writing of an opening to a newspaper article, where pupils could identify the main features of newspaper writing. The opening paragraphs written about "Lonely Lucy the lost kitten" were of a very high standard, with good newspaper-style sentences. Pupils make good progress reading fiction, with many pupils able to explain accurately what makes a good and interesting story. The school now teaches phonics in a more active way, which is having a marked impact, and pupils are much more confident in their reading and writing.
59. Pupils aged 16 have become proficient readers and writers and are able to take their place in extended discussions. They are able to write accurately and with interest in a journal style and showed particular strengths in being able to analyse what made a children's story attractive to younger children as they developed their own skills as children's story writers. As a result of excellent, well planned, teaching pupils gain confidence in working independently towards entry level qualifications in English and present their work in a composed and assured manner, attracting high praise from those charged with moderating their work from outside the school. One pupil involved in children's story writing remarked with delighted confidence "I can do this work!" as his teacher showed him the next steps in his learning. The English entry level GCSE results show improvements in each of the last three years.

60. Pupils with additional communication difficulties, and those who are just learning to speak English, are very well supported. Teachers, special support assistants and speech and language therapists work together to use the most effective strategies, such as the Picture Exchange Communication System (PECS) and Makaton signing. This is particularly effective for pupils with ASD. As a result of this high quality support even the youngest children with the most complex difficulties make very good progress in communication. One pupil in the specialist unit for children with ASD took great delight in shouting "I want a biscuit please!" - the first time he had used a whole sentence. The very good use of praise by all adults is a strong factor in reinforcing this very good achievement. The school has recently focused on speaking and listening and this has had a significant impact in increasing children's confidence in themselves as effective communicators. All pupils gain the National Skills Profile qualification in communication by the time they leave school.
61. The quality of teaching and learning in English is consistently very good. The very best practice was observed in lessons, where thoughtful planning considered pupils' particular strengths, specific needs and current levels of learning. This led to exciting activities, where pupils fully understood the individual objectives that had been shared with them. Very good knowledge of specialist methods help learning significantly. For example very good use of restricted language enabled the youngest pupils and those with the greatest difficulties, such as ASD, to copy more easily. Staff also use extended language very well when pupils are beginning to make conversation. ICT was used very well to support communication; for example, remote control toys promoted language development for the youngest pupils with ASD. The use of assessment to support lesson planning, however, is inconsistent. Very good discussions take place about the achievements of individual pupils, related to their individual education plans (IEPs), and these are used to plan lessons which will take individual learning forward. This is supported by more formal assessment of pupils' levels. Assessment is less effective when focused only on the marking of written work for older pupils, which does not help teachers plan the next lessons for individuals so well.
62. The leadership and management of English are very good. The primary and secondary subject leaders work very effectively together and have developed very effective action plans to address the issues identified by the local authority literacy consultants. These have had a strong impact on pupil achievement across the whole school. Professional development for staff has been of high quality, bringing about the very good improvement seen since the last inspection. Both subject leaders have very good systems for monitoring the quality of teaching and learning, the use of resources and pupils' progress. They analyse the findings well and take effective action based on their findings.

Language and literacy across the curriculum

63. Effective planning enables pupils to use their developing language and literacy skills to great effect in most subjects. This is an excellent improvement since the last inspection. Speaking and listening have been strengthened in every lesson as a whole-school focus. Pupils' development in being able to reason out loud and to listen accurately and carefully to instructions was a strength observed in very many lessons. Pupils are able to use their developing communication skills to express preferences and opinions and to join in many different activities with delight. The promotion of imaginative language through play and multi-sensory experiences enables pupils to think about and express how they are feeling. Two younger pupils in the sensory/imagination room played the part of the bears in the story of Goldilocks with great delight and accuracy. The development of accurate and well-structured writing, as well as opportunities for reading, are identified very well in most subject planning. The effective use of IEPs and the support given by special support assistants strengthen language and literacy development in all subjects very well.
64. **French** was sampled: no whole lessons were observed but the co-ordinator was interviewed and work scrutinised. French appears to be well organised and pupils' work indicates that they make clear progress as they move through the school. The P scale and National Curriculum

levels reached are at least good for the pupils' ability levels. The planning is detailed and carefully developed to meet pupils' different levels of understanding and skill in French. The high quality curriculum is adapted from a range of commercial schemes and the co-ordinator's very good understanding of the subject and the pupils. For example, well-known English stories are written in French and then charming handmade 'big books' produced to capture pupils' imaginations. The subject is taught by the co-ordinator, who is French, and she uses the language throughout the lessons. This means that pupils have a good accent and learn to speak in whole sentences confidently. Several were keen to speak in French to visitors and could answer simple questions. Each lesson has a wide range of interesting and engaging activities to interest and motivate pupils. School and local education authority observations indicate a high standard of teaching. The subject does not have French-speaking special support assistants to help pupils further and trips to France are limited. However, the whole school holds a French day in July to enrich pupils' experience further.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in mathematics by Year 11.
- The quality of teaching is very good, overall, and teachers have high expectations of the pupils.
- Teaching teams are highly skilled and often use carefully structured and sensory approaches to learning for pupils with autism and complex learning needs.
- There are good assessment procedures.
- Teachers take good account of the Numeracy Strategy and match tasks carefully to pupils.
- Leadership and management of the subject are very good, and supported very well by the designated governor for mathematics.
- The subject has very good resources but the teaching approach does not always use them effectively.

Commentary

65. Achievement in mathematics through the school is very good, overall, because teachers and special support assistants use skilled and highly appropriate sensory approaches to engage with the pupils. This is a very good improvement since the last inspection. The SATs results in all age groups are high compared with similar schools. Pupils achieve well in Years 1 to 6 and very well in Years 7 to 11, where they build upon the strong foundations of earlier years. Within Years 1 to 2 several children, with support, count correctly to five. Some children know simple shapes and, for example, have the skills to build a person using various shapes with suitable position and orientation. Higher-attaining children recognise and name shapes such as *circle* and *triangle* correctly. The children's learning is strongly underpinned by the adults' consistent encouragement and support; for example, in building a tower of boxes labelled 1 to 5. Their learning was reinforced well by opening the boxes to find interesting things to count. Within Years 3 to 6 pupils demonstrate improved numeracy skills. Many pupils count correctly to forty and beyond. Some children skip count confidently in twos, fives and tens. Good lesson planning takes careful account of the pupils' individual education plans so that most tasks are matched well to their stage of development, although on occasions resources are not made available to support learning. Most pupils sustain good concentration and effort, for example, in comparing lengths or in recording the cost of fruit, which has a good impact on their achievement.
66. Within Years 7 to 9 pupils demonstrate further very good progress in their numeracy and other skills. Lower-attaining pupils have a good early understanding of equivalent fractions, helped by the teacher's very good modelling of the relationships. They know how a calendar works but do not retain the detailed knowledge about months. Other pupils demonstrate growing

skills in number calculation, supported by the teachers' very good emphasis on understanding the detailed steps. The higher-attaining pupils perform many mental calculations accurately and are developing the skills to record their work in standard format. By Year 10, the good choice of relevant tasks promotes very good attitudes amongst the pupils, which have a strong impact on their achievement. Most pupils know that, for example, $94 \times 10 = 940$ and they understand the value of numbers in different positions. They know how to read clock times in analogue and digital format. Good class management and planning support pupils very well with individual tasks and, as a result, pupils' achievement is very good. Regular access to ICT programs also enhances and reinforces their learning because pupils are highly motivated, for example, by using addition and subtraction facts to build a 'wall'.

67. Pupils in Year 11 demonstrate through their skills the impact of the overall very good provision through the school. These pupils are generally confident in doubling and halving numbers mentally. Several pupils are quick and accurate with multiplication facts. They are familiar with graphical representation and know how to record a tally of their surveys. In a very good lesson, very careful questioning by the class teacher helped pupils to understand how to set out their data. Her high expectations and continual reinforcement promoted effective achievement. Three pupils demonstrated good ICT skills by inserting a table into a word processing program and adjusting for the number of rows and columns correctly, with support. There is evidence of very good achievement over time because pupils are on course to gain National Skills certificates at first, second and third grades, and at GCSE entry level. This matches the achievements of pupils in the last Year 11 cohort, indicating consistent success. Pupils' previous work shows a good range of tasks across the mathematics curriculum and very good progress, overall, to Year 11.
68. The quality of teaching is very good, overall, and is a little stronger in Years 7 to 11. This is a very good improvement since the last inspection. Teachers' good planning is matched carefully to pupils' stages of development and they provide interesting activities that challenge the pupils. There is a good balance between quick reinforcement of numeracy skills and other, more extended tasks. The tasks are usually, but not always, supported well with apparatus and resources that provide sensory stimulation. All teachers and other adults have excellent relationships with the pupils. They use their very good subject knowledge, combined with perceptive observations, to develop effective interventions with the pupils. As a result, pupils are motivated and helped to sustain usually very good attention, effort and behaviour, which have a positive impact on achievement. Adults use thoughtful on-going assessments to adjust their discussions, and children's work is marked appropriately.
69. The subject manager provides very good leadership and management, combining successfully a high level of enthusiasm, commitment and knowledge. There are good assessment procedures, which help track pupils' progress and inform teaching. Planning is generally matched very well to pupils' IEPs. Procedures for monitoring and evaluation are very good and include regular lesson observations. The school is very well resourced for mathematics and they are usually, but not always, used well to enhance learning.

Mathematics across the curriculum

70. The school gives a good emphasis to mathematics across the curriculum. Pupils have opportunities to apply and enhance their use of mathematics through physical education, for example, when following a circuit. In design and technology, pupils measure cloth and other materials to follow a design; and in their art and design work, pupils are helped to look at shape and proportions. Work on science and local studies requires pupils to understand relationships about materials and events, which are often recorded graphically. By Year 11, pupils use a good variety of mathematical skills within ICT; for example, in drawing up tables of information.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in the primary classes achieve well in science.
- Achievement for those in the secondary department is only satisfactory because of weaknesses in planning, teaching and staffing until this term.
- The quality of teaching is good for primary-aged pupils and currently very good for those of secondary age.
- Senior management has taken a strong lead in planning this term's secondary curriculum and lessons very well but there is no leadership to drive improvement in the primary department.
- Staffing for the secondary department is temporary and so quality is not secure.

Commentary

71. Achievement in all age groups is similar for pupils of different ability and for those with additional special educational needs, such as ASD and speech language and communication difficulties. This is because the lessons are adapted well for individual differences. Achievement is good for pupils aged 5 to 11 years. They show a good understanding of what is being taught. For example, the younger pupils can identify the main parts of a plant and older pupils can fit the correct (paper) body parts together. Their work is varied and shows good achievement in a wide range of topics, including electricity, forces and movement, light and dark and health and growth. By the age of 11, the Statutory Attainment Task results show that pupils achieve well compared with their peers in similar schools. Results in statutory assessments and examinations have improved since the last inspection.
72. For pupils aged 11 to 16 years achievement is satisfactory. Year 9 pupils have completed some thoughtful good quality work on humans as organisms and their progress is now very good. Those now in Year 10 did well in last year's Statutory Assessment Tests but their work in books is more limited. The current Year 11 pupils are now making good progress because teaching and planning have improved, but they have to catch up after a year of lower quality work. Secondary pupils now achieve well in a wide range of appropriate topics, including sports science. Last year's Year 11 pupils all gained satisfactory entry level GCSEs but did not achieve as well as they did in other subjects.
73. In the youngest class, in one lesson, good quality teaching led to well-motivated pupils. Some had planted seeds and beans and were very excited to see the roots and shoots emerging after one week. The lesson was very well planned, with an impressive array of resources, including the story of the enormous turnip, ICT and flashcards to support learning. Lessons for primary pupils are well planned to take learning forward step by step. Because of this good planning, the oldest primary pupils showed increasing familiarity with naming parts of the body. A calm approach and skilled individual teaching means that pupils remain well-behaved and enjoy their work. In a few lessons there is a lack of opportunity for pupils to express their ideas at length and so to understand more clearly. Teaching is now very good for pupils aged 11 to 16. Resources are very well organised. In one lesson, on the senses, pupils were encouraged to see, hear, feel, smell and taste various objects, which generated a lot of fun as well as practical understanding. In another lesson, for entry level GCSE, high quality preparation and attention to individual needs enabled pupils to grasp the idea of individual plant cells. Pupils were helped to prepare cells on a slide and look at them through a microscope, eventually identifying the cell wall and nucleus very well.
74. Leadership and management of the subject are just satisfactory, overall. In the primary department there is no regular co-ordinator and this is unsatisfactory. However, senior management monitors the quality of teaching and learning and teachers work together to plan

the curriculum, which is of a good quality. In the secondary department the headteacher and deputy headteacher have planned the curriculum very carefully, assist with lesson planning and have appointed a specialist temporary teacher, who knows the school well, to teach this term. The governors are making every effort to maintain standards and resolve the staffing issues. The current good quality of teaching and learning means that improvement since the last inspection is satisfactory. The subject contributes very well to pupils' emerging literacy, numeracy and ICT skills and all planning takes individual education plans into account. Accommodation is too small for the needs of secondary pupils and the school is developing links with a specialist science college to share expertise, accommodation and resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- The school has made very good progress in ICT since the last inspection.
- Leadership in ICT is very good indeed and is moving the subject forward rapidly.
- Resources and staffing for ICT are very effective and support the development of the subject well.
- Standards of teaching are very good which enables pupils to develop skills in a wide range of applications.
- Pupils achieve very well in all discrete ICT lessons, and progress over time is also very good.
- Pupils enjoy all aspects of ICT and, as a result, their confidence is high.
- Staff skills and confidence are high as the result of very good training opportunities, together with very good technician support.

Commentary

75. The previous report identified ICT as an area for concern, stating that both teaching and pupil progress were "unsatisfactory". The school has responded to this well and the improvement in ICT over the past five years has been very good indeed. As recommended, very good training has taken place for all staff and there is now a very good match between pupils' IEP targets and the ICT work they undertake.
76. Much of this improvement has arisen from the high quality leadership provided in the subject by the co-ordinator and the ICT technician, both of whom bring very good teaching skills and detailed technical knowledge to the targets they identify in their development plans. The co-ordinator has been identified as a 'leading ICT teacher' by the local education authority and she receives many visits from mainstream colleagues, who observe lessons and seek advice both for pupils with special educational needs in their schools and to enhance their own mainstream practice. The technician is a highly experienced and skilled ICT practitioner who supports staff, keeps a good ICT system running well and works very well with pupils, contributing strongly to their very good achievement.
77. These skills have moved the school on considerably and are already being shared with other colleagues. The school is now in a position to formalise its role as a centre of expertise for special educational needs ICT within the local community of schools, thus building on the very good inclusive practice already taking place.
78. Both specialist and class teachers show a high level of skill in the teaching of ICT. The co-ordinator is a very good role model for ICT teaching. Thus, in a very good Year 10 lesson, the lesson was very well planned and executed. Pace, good use of language and telling examples on the data projector allowed pupils to gain a clear picture of what was expected. As a result, they worked well and followed the stages outlined in the introduction. By the end of the lesson, all had prepared one side of a leaflet for their work-related learning programme, which had

involved digital photography, cutting and pasting, designing a logo and positioning text and pictures for maximum impact.

79. This very good achievement is to be seen at all stages and for those of all abilities and with different special educational needs. Very good achievement by pupils undertaking accredited examinations is matched by that of primary-aged children who develop efficient 'control' skills, controlling a Roamer robot and a camera by programming them and drawing shapes on a computer screen using right angles and distance instructions. The very good achievement in ICT lessons is matched by the progress pupils make over the time of their stay at Broadfield. By the time they leave the school, all pupils have the confidence and competence to handle data, move between different desktop publishing programs and clearly understand how computers can be used in a range of control settings. They are also very confident in their use of the Internet for research and gaining text and pictures for school work.
80. The very good improvement has been built on the successful training made available to all staff. This means that teachers and special support assistants are now able to use and identify software that will assist in the teaching of all subjects in the curriculum.

Information and communication technology across the curriculum

81. The inspection team saw many instances of good and very good practice in other subject lessons. In one very good entry level GCSE science lesson, pupils could clearly see the nuclei of leaf cells from stains on slides, while digital photos from a Year 7 geography field trip were used very well as the basis for a slide presentation and the follow-up worksheets on the effect of rain on limestone. Particularly good use was made of ICT with younger pupils, who learnt cause and effect through the use of switches in the light room, while others were able to develop very good control skills with small electronic toys. Staff confidence in ICT is high and this showed itself in many of the lessons seen.

HUMANITIES

82. Geography and history were sampled and no overall judgements were made. Two lessons of history and three lessons of geography were seen, the co-ordinators were interviewed and pupils' work scrutinised. Two religious education lessons were observed.
83. There is clear evidence from teachers' detailed planning and the **geography** lessons observed that pupils' achieve well. The youngest pupils enjoy interesting well-planned lessons, where singing, reading, colourful displays and lively presentation help them understand more about the world around them, such as the weather. In a Year 9 lesson, pupils enjoyed finding out about local settlements by looking at aerial photographs and writing about them, and this was followed up with pupils accessing web sites to find out about their own localities and settlements. Year 11 pupils have the opportunity of achieving entry level GCSE in the humanities. Teaching is knowledgeable and skilled, with very good use of ICT to motivate pupils as they find out the answers to questions about limestone, for example. Special support assistants ask very good questions to encourage pupils to think and work together effectively. The wide range of well-planned interesting activities means that pupils are very motivated to find things out for themselves. Leadership and management of this subject are well organised and support some high quality work for pupils of all ages. Work to improve literacy is very well planned and effective assessment means that lessons meet the needs of individual pupils.
84. Teachers ensure that pupils develop historical skills and knowledge well as they move through the school. **History** lessons and activities are stimulating, with resources used to make lessons lively. For example, artefacts were passed around in class during a Year 5 lesson on everyday Tudor life; in addition, the special support assistant dressed up in Tudor costume to help demonstrate to the pupils what ladies wore in Tudor times. The costume was on loan from the Preston Archivist Museum. Pupils develop a love of the subject through such interesting work and are keen to achieve their best. Pupils in Year 10, as part of their humanities examination course, listened to the primary source of Neville Chamberlain's

'declaration of war' speech. This helped to set the scene for them to study the events leading up to the outbreak of the Second World War. The subject is managed effectively and this ensures that teaching is knowledgeable, resources and artefacts are suitable and motivating, and that lessons are exciting.

Religious education

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

Main strengths and weaknesses

- Teachers make very good use of resources to support learning.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- The subject leader develops, plans, leads and manages the subject very effectively.
- Achievement is very good and in Year 10 and Year 11 pupils follow the Welsh Board entry level certificate course in humanities.

Commentary

85. The very good achievement in religious education is partly because pupils are taught very effectively about the cultural traditions of the major religions, including the Mormon and Rastafarian faiths. Opportunities are made for them to wear authentic costumes, eat foods, handle artefacts and listen to music associated with these faiths. Last term, Year 6 pupils visited an Asian family to learn about the Islamic faith; they wore the clothes Muslims wear to pray in, and they made chapattis. This is all recorded in a big book, which takes pride of place in their classroom. The school chooses to celebrate all the world faiths by setting aside a day to do this; for example, there is always a day dedicated to Diwali and another to the Jewish Holocaust. Pupils' experiences are, therefore, very rich. In addition, there are strong links with two local Christian churches, as well as Blackburn Cathedral. Synagogues, temples and mosques are visited regularly. Years 10 and 11 pupils achieve well in entry level GCSE awards in religious education.
86. Teaching is very good overall. ICT is used very well within the subject; for example, during a Year 7 lesson on Judaism, pupils were able to follow their way around a synagogue by the use of a PowerPoint presentation. All pupils respond very well to the many interesting methods used to help them learn all about world faiths. Pupils are challenged effectively into answering very pertinent questions; for example, one Year 5 pupil discussed how she would survive in the desert if she had travelled out of Egypt with Moses. Another pupil showed very good prior learning by describing how the Red Sea divided to allow Moses and the chosen tribes of Israel to leave Egypt on their journey to the promised land of Israel.
87. Leadership and management are very good. The head of department, who is a specialist teacher, is very enthusiastic and fully committed to his subject. There has been an audit of resources, which are very varied and exciting, and pupils' work is moderated regularly and plans monitored. The subject has developed very well since the last inspection and contributes very much to the spiritual, social, moral and cultural development in the school. Religious education is taught successfully because the subject leader focuses well on the artefacts, ceremonies and traditions of world faiths and this is highly appropriate for the pupils' special educational needs.

TECHNOLOGY

88. **Design and technology** was sampled: two lessons were seen in food technology and pupils' work was scrutinised.
89. Pupils' previous work in making products out of fabrics and other materials for their design and technology projects indicate good development in skills. Pupils in the Years 3 and 4 class made puppets, practising the skills of drawing the shapes, cutting out and joining two pieces with stitches. Pupils in the Years 4 and 5 class used cold dye to produce attractive materials from which they cut Joseph's coat of many colours. Pupils in the Years 5 and 6 class, in an example of good practice, made a prototype money container and practised their skills before producing a final, well-finished product. Evidence indicates that there has been significant progress and improvement in opportunities for pupils to experience design and technology since the last inspection. Several previous subject leaders helped to move the subject forward and the current leader ensures that the subject is fully covered in the junior years. She provides good leadership and management and has prepared a good policy document.
90. Two lessons in food technology were observed, indicating that pupils' good achievement at the time of the last inspection has at least been maintained. Pupils benefit from the use of an excellent food technology room, which is managed well. In Year 10, pupils prepared a high protein meal, demonstrating good achievement in preparation skills. In Year 11, pupils prepared a lasagne, with a good-smelling mince sauce and a white sauce over the top sprinkled with cheese. In both classes pupils demonstrated a range of food preparation skills and showed a good level of independence. They worked hard to make an attractive dish, maintaining very good interest and behaviour, and only needing a little encouragement in the clearing up. The class teacher and support assistant set high expectations of the pupils, where the tasks were assessed by the standards set in the entry level GCSE food studies programme. Their good management and effective interventions promoted good achievement by the pupils, who were very keen to take their prepared dish to be eaten at home.

VISUAL AND PERFORMING ARTS

91. Art and music were sampled. Two art and two music lessons were observed, pupils' art portfolios and displays of work were scrutinised, planning and other documents were examined and a discussion was held with the art co-ordinators.
92. **Art** is well planned and developed by two co-ordinators. Together they have ensured that the subject has developed well. Pupils enjoy art very much and it adds well to their understanding and interpretation of the world. They receive structured and stimulating teaching, which provides them with the wish to work in a wide range of media and develop skills of presentation. Work seen within classrooms and in display form around the school is impressive. There is a very strong use of art in subjects such as English, where it supports and enhances pupils' understanding of story. In addition, art is used powerfully to enable the full range of pupils to understand themselves by working on self-portraits, well linked in places with digital photography. They build on the works of a wide range of artists from Monet to Warhol, from Turner to Henry Moore. The lives and beliefs of others are celebrated well in work on Aboriginal, Chinese and Indian art.
93. A lot has been accomplished in a short space of time. The skills and knowledge brought to the subject by the secondary co-ordinator are impressive in their breadth, but also in their emphasis on how pupils assess and identify stages of development. The very good use of sketch-books is just one indicator of how pupils are given ownership of the materials and skills they are introduced to. This will soon mean that pupils will be able to undertake short course GCSEs and this is indicative of the good to very good progress made throughout the school.
94. Specialist **music** teachers are currently providing two days of music and singing lessons, but the school is unable to provide the full range of musical experience largely as a result of

staffing difficulties. The standard of the work seen during the inspection was very good indeed. Lessons had vigour, and linked performance to skills very carefully, which successfully contributed to the good progress made by pupils. The first morning of the inspection saw a Year 8 performance of a percussion ensemble piece. It showed very good teamwork, a good understanding of rhythm and some impressive performance skills. This made a very valuable and spiritual contribution to the assembly. It was all the more impressive as being the result of only one or two lessons by the music teacher/adviser.

95. However, apart from this, there is little musical development taking place within the school. The school is actively seeking a specialist music teacher, but until that person is in post pupils will be missing some valuable experiences. With no co-ordinator, there is no effective scheme of work and, thus, the assessment of pupil skills and progress is impossible to undertake. There are comparatively few musical skills available among the main body of the school staff and this means that the small amount of specialist teaching is not enhanced by pupils' musical experience within classes.

PHYSICAL EDUCATION

96. Physical education was sampled: two lessons were observed, planning was scrutinised and the co-ordinator was interviewed.
97. Pupils gradually extend their skills and understanding in many aspects of physical education as they move through the school. All age groups achieve a whole range of certificates for different types of physical education, such as horse riding, swimming, trampolining, cricket and outdoor gymnastics, which motivates them well. There is regular well-organised football coaching by a Blackburn Rovers coach, which ensures good skills in this sport. For secondary-aged pupils, the teaching often inspires them to do well in a wide range of community sports challenges. For primary-aged pupils, teachers have a good knowledge of the subject and the pupils, but lessons are not planned well to extend the skills of individual pupils according to their abilities. This means that the most able lack challenge in some lessons. The subject co-ordinator seeks to provide the widest possible experience for pupils, with very good links with local teams and organisations. For example, the oldest primary pupils were the only special school team to take part in the local 'Hyndburn Olympics'. Rugby, cross-country, Lancashire youth games and trampolining all take place in the community. This adds significantly to the skills of pupils of all ages, especially secondary pupils, and raises their self-esteem and confidence. The outside facilities are not wholly suitable for the needs of some pupils, and the hall is too small to meet the needs of the secondary-aged pupils, although the school does make use of excellent local facilities as much as possible.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHCE) is **excellent**.

Main strengths and weaknesses

- Leadership and management are excellent and ensure that the curriculum is very effective.
- Teachers have a very good knowledge and understanding of the personal development needs of all the pupils and so help them achieve very well.
- Teachers take very good advantage of opportunities to teach the subject during daily routines and activities outside lessons.
- A range of initiatives, such as the School Council, Healthy Schools Award Scheme and the headteacher's Professional Development accreditation in the subject, supports pupils' personal development very well.
- By the time they leave school all pupils succeed in gaining National Skills Profile qualifications in PSHCE.

Commentary

98. Pupils achieve very well in this subject. They develop an increasing awareness of themselves and others as they move from the primary to the secondary departments and can discuss the effect of their life style on health. Their knowledge of healthy diets and life style is supplemented very effectively in science, food technology and physical education. Pupils are encouraged to look for opportunities to help others in need, both within and outside the school. This plays an important part in preparing them for the responsibilities of citizenship. For example, older primary-aged pupils look after new pupils and stay with them during breaks and lunch-times. Secondary-aged pupils have the opportunity to become prefects. This increases their self-esteem and confidence very effectively. The School Council also provides very good opportunities for both primary and secondary pupils to present their own ideas on school matters, confident that their concerns and suggestions will be listened to and acted on. Older pupils can achieve accreditation in the subject and this is linked in with their annual residential visit to Caldwell as part of their careers education and guidance programme.
99. Teaching is excellent and learning is very good and often excellent. During one Year 10 session, on the problems of puberty, pupils were skilfully enabled to support one another, discuss a difficult but familiar issue very maturely and use the computer to write down their thoughts. Imaginative activities with younger pupils, such as role-playing 'bears', allows pupils to develop their own story-line working co-operatively and very well together. Work is planned excellently to meet the different needs of all pupils. Very good knowledge of pupils means that lessons are matched to suit their individual level of understanding and to support their growing development. A key feature of these lessons is the way that pupils know what their personal targets are in each lesson and are helped to review their progress at the end. This means that they are clear about what they need to do next to improve.
100. The main reason for the success of the subject is its very effective leadership and management by the headteacher. She has developed it extensively since the last inspection and has taken the trouble to study to become accredited in the subject and produce a professional development portfolio. The excellent personal, social and health educational curriculum includes very well planned opportunities to develop pupils' understanding of what it means to be a citizen and is supported by achieving the Healthy Schools Award.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The effectiveness of management	2
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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.*