

INSPECTION REPORT

Bedelsford School
Surrey

LEA area : Kingston-upon-Thames

Reference Number : 102621

Headteacher : Mrs Lynn M Majakas

Reporting inspector : Alistair Bates
T12559

Dates of inspection : 21.04.97 - 24.04.97

Under OFSTED contract number: 400337

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

Information about the school

| | |
|------------------------------|--|
| Type of school : | Special |
| Type of control : | Grant Maintained |
| Age range of pupils : | 2-16 |
| Gender of pupils : | Mixed |
| School address : | Grange Road Kingston-upon-Thames Surrey KT1 2QZ |
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| Appropriate authority : | Kingston-upon-Thames |
| Name of chair of governors : | David Reay |

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1. Bedelsford School is a good school. A combination of good teaching and the very positive attitudes and behaviour of the pupils results in a positive ethos of education and care.
2. *The characteristics of the pupils for whom the school caters make it inappropriate to judge their attainments against age related national expectations or averages. Due to the small number of pupils at the end of each key stage comments on pupils' attainment refer to examples of what pupils know, understand and can do in the final two years of the key stages. Judgements about progress and references to attainment take account of information contained in pupils' Statements of Special Educational Needs and in annual reviews.*
3. The pupils' attainment on entry is below national averages. Pupils under 5 make good progress in all of the recommended areas of learning . Pupils in other key stages are making good progress in individual lessons and satisfactory progress over time related to their prior attainment. Pupils achieve an appropriate range of accreditation at the end of Key Stage 4 including appropriate grades at General Certificate in Secondary Education (GCSE), Certificate of Education, certificates in communication skills, numerical skills and the bronze level of the Youth Award Scheme.
4. Progress in English in speaking and listening (communication) is good. Pupils with complex physical difficulties learn to use a variety of means to communicate including gesture, eye pointing and technological aids. Higher attaining pupils are able to vary their presentation according to their audience, for example in interviews. Progress in reading is good, with younger pupils developing a good understanding of a range of symbols and phonic skills. Older pupils can recount stories and events from set books. The pupils' progress in writing is satisfactory. Pupils develop their handwriting skills or the use of word processors but have fewer opportunities to develop their skills in creative writing. Progress in mathematics is satisfactory with higher attaining pupils at the end of Key Stage 4 undertaking GCSE while lower attaining pupils are able to apply their mathematical understanding to real life situations including understanding time and money. Progress in science is generally good in lessons and satisfactory over time. Pupils make good progress in French, music and information technology. Progress in the other subjects is generally satisfactory although there is insufficient evidence to enable a judgement to be made on progress in history or in physical education for pupils of secondary age. Pupils with additional special educational needs are making good progress in lessons as a result of the good level of classroom support that enables them to participate in the activities.
5. The pupils have a very good attitude to their work, with even the youngest pupils settling quickly to the task set and beginning to work independently. Older pupils show good perseverance in overcoming their physical disabilities and sustain their concentration throughout the lessons. The pupils behave very well, both in lessons and around the school. There are good relationships between staff and pupils, although the number of adults present during lessons sometimes hinders the pupils' opportunities to relate to each other. On occasions such as at lunchtime, relationships between pupils are very good with older pupils often helping and supporting younger ones. The personal development of the pupils is good, with pupils in Key Stage 4 readily accepting responsibility for many areas of their work, and generally responding well to opportunities to show initiative. Attendance is satisfactory with most absences resulting from the pupils' physical disabilities. Pupils are generally punctual although the late arrival of transport means that some pupils are regularly late for the first lesson of the day.

6. Teaching is satisfactory or better in 99% of lessons; it is good or very good in 69%. It is always good or very good for pupils under 5, in music, French, and information technology. Teachers generally manage the wide range of age and ability in each class well. Where teaching is good, throughout the school, support staff are very effective, working well with individuals or small groups of pupils who they know well, allowing the pupils to communicate and take part fully in the lesson. Teaching is often good when teachers have good specialist knowledge, as in French, or as the result of excellent planning, including individual assessment, for example with pupils under 5.
7. The curriculum is generally broad, balanced, and relevant across subjects and key stages although the schemes of work in information technology and physical education at Key Stage 3 do not meet the full requirements of the National Curriculum Programmes of Study. The length of the teaching day is below the levels recommended by the Department for Education and Employment (DfEE) for pupils in Key Stages 3 and 4. The curriculum offers equal opportunities for all pupils in most respects although the timetable for physiotherapy withdrawal results in individual pupils regularly missing the same lessons. The provision for pupils with additional special needs, for example complex medical or communication difficulties, is good with staff very aware of the abilities of the pupils. There is good provision for personal, health and social education throughout the school and good careers education for pupils in Key Stages 3 and 4.
8. Curriculum planning for pupils under 5 is excellent. Activities are planned on a weekly basis and directly linked to targets in the pupils' individual education plans. The planning of the curriculum for pupils of compulsory school age in English, mathematics, French and music is sound, with schemes of work which guide teachers effectively in their topic and lesson planning. Curriculum planning in other subjects is unsatisfactory. There are no whole school schemes of work in these subjects, and there is insufficient long term planning at Key Stages 1 to 3 to ensure that work develops pupils' existing knowledge and skills. There are some opportunities for extra-curricular activities but these are limited by the transport requirements.
9. The school development plan recognises the need to improve assessment. Marking is often inconsistent between teachers and does not offer pupils ideas on how to improve their work. Curriculum planning in most subjects does not identify how the pupils' work will be assessed, and the results of assessment are not considered in future planning. The quality of individual education plans varies. They are good in some classes, including the nursery and Key Stage 1, and are used effectively to monitor pupils' attainment and progress. In other classes the targets are more general and it is difficult for staff to assess the progress of individual pupils against their targets.
10. The promotion of spiritual and cultural development is satisfactory and pupils are able to develop an understanding of other faiths and cultures. However, these opportunities mostly result from the interests or expertise of individual teachers and are not consistently planned throughout the school. The pupils' moral development is good. Staff respect the pupils as individuals and have high expectations of their behaviour. The pupils' social development is well promoted with good relationships between pupils and adults. Pupils develop a good understanding of the rights and needs of others, although there are few opportunities for pupils to formally contribute to the life of the school.

11. All staff show a high level of care and commitment to the welfare and needs of the pupils. However, much of this care has yet to be recognised in agreed policies and as a result there is some inconsistent practice between staff. For example although techniques for lifting pupils from their wheelchairs are generally satisfactory, different staff use different techniques with the same pupil leading to confusion for some pupils. The pupils receive very good support from other professionals including speech and language therapists and physiotherapists.
12. There is good informal communication between the school and parents by telephone and in home-school books and parents feel welcome and involved in the daily education and welfare of their children. The school is currently reviewing its formal communication, including the prospectus, the annual reports on pupils' progress and the annual report by governors. These do not currently meet statutory requirements. There are some good links with the local community including opportunities for older pupils to study accredited courses at another school.
13. The day to day management of the school is good but the school lacks long-term direction. The school management has been faced with considerable change over the last year with a local authority review of special education leading to the appointment of acting senior staff. The school has recently been awarded grant maintained status. Clear priorities have been identified for the year and the headteacher and senior staff have provided good leadership through this time. The governors are becoming more involved in supporting the school and have identified an action plan for the future, although this does not sufficiently set the educational direction for the school. As yet, there is insufficient formal monitoring of curriculum planning or the quality of teaching and learning by governors, senior staff or curriculum coordinators. The school development plan for the past year has identified areas of weakness and this has led to some improvements, for example in the planning and teaching of English. However, there is no clear long-term plan for the development of the school that identifies how to improve pupils' attainment, or how priorities will be identified or met with involvement of all staff. The governing body does not yet meet all statutory requirements including the implementation of the full National Curriculum, arrangements for reporting on pupils, a charging policy or the adoption and monitoring of a policy for special educational needs.
14. The school has sufficient teachers who are appropriately qualified, and they are well supported by the number and expertise of support staff. Although staff development has allowed staff to develop a shared purpose and gain confidence in new areas of responsibility, the formal appraisal of teachers is not currently taking place. The school's accommodation is generally good with good quality displays of pupils' work and reference information supporting pupils' learning.
15. The governors have been fully involved in supporting the school in becoming grant maintained and are developing a long-term financial plan for the school, including setting an appropriate budget for the current financial year. As yet, this planning is unsatisfactory as it does not fully involve the senior staff and the budget is not linked to the school development plan focusing on educational developments in the school. Financial control and school administration are good.

16. The teachers and other staff are well deployed and this contributes to the good progress in individual lessons. The accommodation and resources are generally used appropriately although some specialist areas, including the good hydrotherapy pool and soft play area are not fully used.
17. Despite weaknesses in long term planning and whole school planning of the curriculum, the headteacher and senior staff have created a good ethos of support for both staff and pupils. This, together with the positive attitudes of the pupils and the quality of teaching, ensures that the school is successful in meeting many of its aims and provides good value for money.

Key issues for action

1. To improve the standards achieved by the pupils the governing body, headteacher and staff need to:
 - . Improve arrangements for the assessment of pupils' attainment and progress including:
 - . a whole school system for planning assessment;
 - . a clear marking system;
 - . an effective system for the recording of the attainment of individual pupils;
 - . improving target setting in individual education plans;
 - . clear reporting of pupils progress in annual reports.
 - . Develop a whole school system of curriculum planning based on the National Curriculum Programmes of Study, particularly to meet statutory requirements in information technology and physical education; *
 - . Increase the amount of taught time for pupils in Key Stages 3 and 4;
 - . Improve leadership and management including the;
 - . introduction of effective monitoring of curriculum planning, teaching and learning; *
 - . introduction of an effective school development plan involving governors and staff and linked to the school budget;
 - . development of policies to reflect existing practice, particularly for pupils support, guidance and welfare;
 - . development of policies to meet statutory requirements where they are not currently being met.

* These issues are identified in current school development planning.

Introduction

Characteristics of the school

1. Bedelsford School is a mixed special school for pupils aged between 3 and 16 with physical disabilities, situated in the Royal Borough of Kingston on Thames. Many of the pupils have additional sensory or other disabilities, with younger pupils often having more complex difficulties including speech and language disabilities and learning difficulties. The majority of pupils have Statements of Special Educational Needs. There are 43 pupils on roll (26 boys, 17 girls). As a result of the small number of pupils and wide age range, most classes contain pupils from a range of different year groups. There are a significant number of pupils from homes where English is an additional language.
2. Pupils are admitted from the borough of Kingston and another seven local education authorities in the south and west of London. A third of pupils are entitled to free school meals which is in line with national averages. The majority of pupils travel to school on transport provided by their local education authorities.
1. The school has undergone a period of considerable change over the last year. As there was a review of special school provision in Kingston, the previous headteacher who left at Easter 1996 was replaced with an acting headteacher and several staff have temporary responsibilities. During the course of the special needs review, there was an overwhelming parental vote in favour of grant maintained status and the school became grant maintained in March 1997.
2. The school is housed in the ground floor of a large two-storey building. The first floor by local education authority services. The school is situated in a residential area and has no playing field or grassed areas.
3. The school aims to:
 - provide a broad, balanced and relevant curriculum, including the National Curriculum with equal access to the curriculum for all pupils;
 - provide educational experiences which are in line with current thinking and good practice;
 - develop the skills required to become an autonomous individual, able to take responsibility for themselves;
 - encourage self awareness and a realistic and positive self image;
 - develop the skills required to make and sustain good relationships;
 - develop respect for others;
 - develop a sense of enquiry and an ability to investigate issues so as to make informed decisions;
 - enable pupils to be active members of society by creating effective links with the community and with mainstream schools;

- identify staff training needs through the appraisal process and provide training to benefit pupils, staff and the school as a whole;
 - create a school ethos and environment which is welcoming, lively and which motivates individuals to achieve their optimum potential;
 - maintain a high standard of resources;
 - manage the school's budget efficiently within the constraints of funding;
 - encourage positive relationships and effective communication with parents, between all staff within the school and between the school and external agencies;
 - develop relationships between the school and its local community;
 - enable pupils to achieve their optimum physical abilities through supporting and reinforcing therapeutic targets within the whole school environment;
 - support families in meeting each individual child's special needs.
1. Priorities in the school development plan over the last year include the development of English and information technology, the reduction in expenditure on temporary staff and the development of the schools' identity. The current plan identifies the need to improve curriculum planning, the assessment of pupils' progress and meeting the requirements of grant maintained status. Long term aims include the development of the school's role as a support for pupils with physical disabilities and strategies to increase numbers to the recognised accommodation.
 - 2.

Key indicators

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

| | | % |
|--------------|---------------------------|------|
| Authorised | School | 11.8 |
| Absence | National comparative data | 8.5 |
| Unauthorised | School | 0.7 |
| Absence | National comparative data | 2.6 |

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

| | Number |
|--------------|--------|
| Fixed period | 0 |
| Permanent | 0 |

Quality of teaching

Percentage of teaching observed which is :

| | % |
|------------------------|----|
| Very good or better | 11 |
| Satisfactory or better | 99 |
| Less than satisfactory | 1 |

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. The range of attainment in the school has changed over recent years. Many younger pupils entering the school have more complex physical and learning disabilities and their levels of attainment are well below national averages. Older pupils, admitted in the past, tend to have higher levels of attainment and attain more in line with national expectations. At the end of Key Stage 4 pupils gain appropriate accreditation in a range of subjects including English, communication skills, mathematics, numerical skills, science, French, food studies, child care and the Youth Award scheme. There are no variations in attainment by gender or pupils' ethnic background.
1. Progress in English in speaking and listening (communication) is good. Pupils under 5 follow instructions and can identify the names of others in the class. Pupils with complex physical difficulties learn to use a variety of means to communicate including gesture, eye pointing and technological aids including micro-switches. Higher attaining pupils are able to vary their style of presentation according to their audience, for example in interviews. Progress in reading is good, with younger pupils developing a good understanding of a range of symbols and phonic skills. They select books from the library and are aware that books contain information. Older pupils can recount stories and events from set books and enjoy discussing the motives of characters. The pupils' progress in writing is satisfactory. Pupils develop their handwriting skills or the use of word processors but have fewer opportunities to develop their skills in creative writing. Pupils attain appropriate levels in external accreditation including GCSE and certificates in communication skills.
1. Progress in mathematics is satisfactory. Pupils under 5 learn to count using a range of number songs and can identify objects on the basis of size or shape. Pupils develop their understanding in all areas of the subject and begin to apply their knowledge, for example collecting and presenting information from a survey. At the end of Key Stage 4, higher attaining pupils follow accredited courses leading to GCSE while lower attaining pupils are able to apply their mathematical understanding to real life situations including understanding time and money. Progress in science is generally good in lessons and satisfactory when related to pupils' prior attainment. Pupils develop a range of investigative skills; for example, pupils at Key Stage 4 use both textbooks and CD-ROM for reference purposes. Pupils with complex physical and learning disabilities show an interest in sensory stimuli including light, sound and tactile experiences.
2. Pupils make good progress in French, gaining confidence in speaking and in listening to the language. In music pupils develop both their knowledge of a wide range of musical forms and styles and good skills in composing and playing. Pupils develop good skills using information technology including the use of word processors and graphics software. Pupils in Key Stages 1 and 2 make good progress in physical education, including hydrotherapy and swimming.

3. Progress in design and technology, art, geography and religious education is satisfactory. Although pupils often make good progress in individual lessons in these subjects, the lack of planned programmes and accurate assessment in many subjects means that they often fail to consolidate or develop their existing knowledge and understanding. There is insufficient evidence to enable a judgement to be made on progress in history, or in physical education for pupils of secondary age.
4. Pupils with additional special educational needs such as speech or language disabilities are making good progress in lessons as a result of the good level of individual classroom support that enables them to communicate. Some other pupils have additional special needs arising from behaviour difficulties related to their medical conditions. These pupils respond well to consistently applied behaviour management strategies, take a full part in classroom activities and make good progress.

Attitudes, behaviour and personal development

5. The high standards of pupil behaviour, their very positive attitudes and the good relationships between pupils and with adults are a major strength of the school.
6. Pupils under 5 have a generally good attitude to learning and are beginning to develop their personal and social awareness. They know the names of other pupils and are generally positive with each other, sharing toys or other equipment. Pupils are able to take turns, for example when having drinks or when taking part in class activities. They are developing their understanding of school routines and anticipate regular events in both the day and the week. Although the nature of the pupils' disabilities means that their personal independence is limited, they are beginning to express preferences and make choices.
7. Throughout the rest of the school, pupils show very good attitudes to learning. They try hard whatever the task set and will persevere to finish their work. They listen well and show good concentration. Pupils of all ages show a readiness to work independently without needing close adult support, for example pupils in Key Stage 1 follow routines in the library and older pupils work well by themselves on computers.
8. Pupils behave very well, both in lessons and when moving around the school. They are very patient when waiting their turn to leave the classroom or for transport to arrive. They treat each other and the school building with respect and respond positively to teachers, support staff and therapists. They are welcoming to visitors and engage readily in conversation with them. There is no intimidation or threat between pupils and all groups are fully integrated into the school community irrespective of gender, background, ethnicity or disability. The pupils' behaviour on external visits is very good and they show the same high standards of behaviour on integration and work experience placements. The school has not found it necessary to exclude any pupils during the past year.
9. Relationships between pupils and with staff are good. Pupils work well together, for example sharing equipment such as computers or following the directions of another pupil conducting in a music lesson. They show consideration and a willingness to help each other, for example older pupils talk to and encourage younger pupils at lunch-time. Racial harmony is very good with pupils from all ethnic groups relating well to each other.
- 10.

The personal development of the pupils is good. Pupils in Key Stage 4 are mature and prepared to take responsibility for many areas of their work. They show increasing independence, for example pupils have formed their own hockey team and are trying to arrange their own matches. When attending lessons at the local mainstream school, pupils mix well with the other pupils at lunchtime and make their own way to lunch and to lessons. Pupils respond well to opportunities to show initiative, for example showing visitors around or returning registers to the office. Pupils are encouraged to help each other; for example, a older pupil assumes responsibility for running the tuck shop and the proceeds benefit the other pupils. However other opportunities for personal development and responsibility are limited, for example older pupils generally have to wait in the dining room until all pupils have finished lunch. This reduces their opportunities to relate to each other without adult intervention.

Attendance

11. The school's overall attendance level is in line with the national average for similar schools. Although attendance in some classes and year groups on some occasions falls below 90%; this is due to the small number of pupils in some classes and the nature of their disabilities requiring hospital or other treatment. Whilst most parents co-operate with the requirements to notify the school when pupils are absent, there are a few who fail to do so and this accounts for the number of unauthorised absences.
12. Because of problems relating to transport arrangements, some pupils are late for school on a regular basis. In other respects, pupils enjoy being at school and in lessons and are punctual to lessons.

Quality of education provided

Teaching

13. The high quality of the teaching is a strength of the school and enables pupils to make progress and improve their levels of attainment. Teaching is satisfactory or better in 98% of lessons; it is good or very good in 69%. It is always good and in some instances very good for pupils under 5, in music, French, and information technology. It is often good in English, science, physical education and religious education.
14. Teachers generally manage the wide range of age and ability in each class well. They have high expectations of pupils' particularly in ensuring that all pupils are involved in the activities and are able to participate. In all lessons, there are good relationships between the teachers, support staff and pupils and these support effective learning. Homework is used in some subjects, for example reading, and this promotes pupils' progress in these areas.
15. Teachers manage time and resources well. Support staff are very effective throughout the school, working well with individuals or small groups of pupils. They know the pupils very well and understand the pupils' individual means of communication. Their attention allows the pupils to communicate and take part fully in the lesson.
16. The teacher's planning for pupils under 5 is excellent as it includes individual assessment of pupils' ability and clear learning outcomes for each activity for individual pupils. In other subjects, such as French, English and science, planning is good with clear learning outcomes identified and shared with the pupils.
17. Teaching is often good when teachers have good specialist knowledge, for example in

French, music, science and for pupils under 5. This enables teachers to adopt a range of strategies to support pupils' learning and ensure that pupils fully understand the task set. It is a lack of specialist knowledge, particularly in mathematics, that reduces the effectiveness of some otherwise good teaching.

18. Another area of weakness is the lack of regular and continuous assessment of pupils' progress. Teachers are aware of the capabilities of individual pupils and in most instances set appropriate work. However much of their knowledge is based on informal assessment and does not consistently recognise the small steps of progress made by individual pupils. Where this type of assessment is good, as in the under 5 class accurate daily records are maintained by the whole staff team and these are used effectively in planning for subsequent work.

The curriculum and assessment

19. The curriculum for pupils under 5 is good, and gives pupils a balance of experiences from the recommended areas of learning. The curriculum links well to the Key Stage 1 Programmes of Study. The curriculum for pupils of compulsory school age is balanced, broadly based and relevant to pupils' needs. The curriculum meets statutory requirements to teach all the subjects of the National Curriculum and religious education, but current teaching in physical education and information technology does not meet all the requirements of the National Curriculum Programmes of Study at Key Stage 3. The amount of taught time for pupils at Key Stage 3 and 4 is significantly below the levels recommended by the DfEE.
20. The curriculum at Key Stage 4 aims to develop pupils' independence and is generally successful. However, the range of options to be studied is limited by the shortage of specialist teachers. The school has made good efforts to improve this situation by specific links to the mainstream school to allow pupils to study for GCSE mathematics and design technology. The school is introducing other appropriate vocational courses including the Youth Award Scheme. Careers education is good, and enhanced by a well-attended workshop for parents. Pupils are well prepared for the next stage of education, and nearly all are successful in securing places at colleges of further education.
21. The provision for pupils' personal, health and social education is good. Pupils are given frequent opportunities to develop their skills for independence and living, including washing and dressing at Key Stage 1, using the telephone at Key Stage 2 and applying for jobs at Key Stage 4. There is appropriate provision for sex education from Key Stage 2. The careful planning and development of the personal and social skills programme ensures that pupils are given opportunities to develop the understanding and skills to overcome their disabilities.
22. Pupils generally have equal opportunities for learning, irrespective of their gender, ability, ethnicity or background, and they develop a good understanding of the rights of others. Some of the arrangements for physiotherapy are unsatisfactory because pupils are withdrawn from the same lessons each week, missing certain areas of the curriculum. The provision for pupils with additional special needs, for example complex medical or communication difficulties, is good with staff very aware of the abilities of the pupils.
23. Curriculum planning for pupils under 5 is excellent. Activities are planned on a weekly basis relating to the current topic. These activities are directly linked to targets in the pupils' individual education plans and build upon individual levels of learning.

24. The planning of the curriculum for pupils of compulsory school age in English, mathematics, French and music is sound, with schemes of work which guide teachers effectively in their topic and lesson planning. Curriculum planning in other subjects is unsatisfactory. Although a satisfactory range of topics is taught at Key Stages 1 to 3 the planning and teaching of the topic is the responsibility of the class teacher. This together with the lack of whole school schemes of work results in weaknesses in long term planning and work that takes sufficient account of pupils' existing knowledge and skills. The school development plan recognises this weakness in curriculum planning and teachers are beginning to work together to develop whole school programmes of study.
25. There are few opportunities for extra curricular activities, as the majority of pupils travel on transport provided by their local education authorities and have to leave promptly at the end of the afternoon session. There are opportunities for some pupils to take part in music sessions and sports' practice at lunchtimes. However there are few other activities and pupils no longer follow a programme of residential experiences as they have in the past.
26. The assessment of the attainment and progress of pupils under 5 is very good. Individual targets are set for each activity and comprehensive records are kept of both the pupils response to the activity and any gains in attainment. The assessment of other pupils' work is inconsistent and therefore unsatisfactory. Pupils' attainment and progress is systematically assessed in English, mathematics, science and music, with the results of statutory assessment used to monitor pupils' progress through the school. However, in these subjects the results of the assessment are not used when planning future teaching. In other subjects, the outcomes of work are neither recorded nor evaluated effectively. With no common assessment policy, teachers are unsure of how best to measure pupils' progress and opportunities for assessment are not incorporated into curriculum planning. The school development plan identifies the need to improve the range and quality of assessment and to share existing good practice.
27. The marking of pupils' work is unsatisfactory. Whilst books are marked promptly, there are few comments to help pupils to understand their mistakes and improve their work. Teachers are beginning to provide opportunities for pupils to assess their own work, particularly in English and technology, and this has a positive effect on their progress.
28. Pupils' individual education plans vary in quality. The best ones, as in the nursery and in Key Stage 1, identify clear targets for pupils, based on their annual reviews. These targets are displayed in the classroom to remind teachers, support staff and pupils of current learning priorities. As a result, these targets are incorporated into other subjects and activities, for example to encourage specific words or signs. Other plans have vague targets that give little guidance to either pupils or teachers on current aims or how they will be achieved.

Pupils' spiritual, moral, social and cultural development

29. The provision for pupils' spiritual development is satisfactory. Pupils' spiritual awareness is enhanced through religious education, music and art. In assemblies pupils are given insights into the beliefs and values of other faiths and are provided with some opportunities for reflection. Pupils with more complex disabilities develop a sense of wonder through a range of sensory experiences, including light and sound.
30. The personal and social education programme, together with the Youth Award Scheme for older pupils, provide opportunities for pupils to learn about themselves and to reflect on the world around them. However, many of these experiences are not part of a planned programme to increase pupils' self-awareness or spiritual understanding.
31. The school provides well for the moral development of the pupils. Staff provide excellent role models showing respect and care for each pupils as an individual. They have high expectations of pupils' behaviour and from an early stage pupils are taught the difference of right from wrong. Pupils have opportunities to discuss moral issues raised in literature and the sex education programme.
32. The provision for pupils' social development is good. The school successfully helps pupils to develop the attitudes and skills necessary for becoming full and independent members of the community. This includes appropriate social skills, for example during meal times, politeness and good manners. Pupils are encouraged to take responsibility for their own actions whilst acknowledging the rights of others. They learn to form positive relationships with other pupils, staff and other adults. The positive links with the community and integration with a local mainstream school contribute well to pupils' social development. The school arranges a programme of visitors to the school, including adults with physical disabilities, who talk to older pupils about citizenship and life in the world beyond school. The positive relationships between the adults in the school offer good examples of interpersonal and social skills. The curriculum at Key Stage 4 is beginning to encourage pupils to take responsibility for their own learning but there are limited opportunities for pupils to become formally involved in the running of the school.
33. The school's provision for the cultural development of its pupils is satisfactory. In French especially, pupils learn about the differences between British cultural heritage and European traditions. Through both music and art pupils develop and understanding about famous musicians and artists and the importance of different cultural traditions in their work. There are fewer opportunities to understand the multi-cultural diversity of British society and although the school uses the cultures of its pupils to consider different traditions, the range of other multi-cultural resources is limited. As with spiritual development, many of the cultural experiences provided to pupils arise from the individual interests of the staff and do not form part of a planned programme to develop this area of the pupils' understanding.

Support, guidance and pupils' welfare

34. The school is a secure, well ordered and caring community with a good level of supervision. Staff are approachable, know the pupils well and respond well to their needs. There is good support from specialist staff based on site including physiotherapists, speech and language therapists and the school nurse. The work of these professionals, together with good liaison with other support agencies enables pupils to play a fuller part in school life and makes a significant contribution to the educational standards achieved by pupils.
35. The school has recently introduced good arrangements for reviewing pupils' academic progress and personal development at the annual reviews of pupils' Statements of Special Educational Needs. Where appropriate pupils are involved in their own review. The arrangements for reviews, including transitional reviews, meet the recommendations of the Code of Practice. All reviews result in the development of individual education plans, although in some cases the targets set are not sufficiently detailed and therefore do not provide a suitable basis for planning.
36. Staff know the needs of individual pupils well and this helps to promote good behaviour. The system of rewards and merit certificates contributes well to good behaviour and progress. Any inappropriate behaviour is rare and where it occurs it is often linked to the pupils' medical conditions. Staff deal with this behaviour consistently and effectively. The school is developing appropriate methods for recording and reporting incidents, although it has yet to develop a suitable policy on the use of restraint.
37. There is good monitoring and promotion of attendance with appropriate support provided during periods of long term absence, including the involvement of education welfare staff. Registration does not take place on Monday until after the morning staff training session and takes place at the end of each afternoon; this is unsatisfactory and does not comply with the recommendations of Circular 11/91.
38. The school has appropriate practice to promote pupils' health and well-being but some policies are not yet in place to ensure consistency. There is good medical support for pupils' physical needs and individual care plans are being developed. Support staff work effectively to meet pupils' personal needs with the minimum disruption to pupils' education but there is insufficient privacy provided in the primary toilets to respect the dignity of pupils. A policy to provide guidance on the physical management of pupils is being developed and appropriate lifting techniques and risk assessments are beginning to be detailed in pupils' care plans. All staff show a high level of care and commitment to the welfare and needs of the pupils. However, although techniques for lifting pupils from their wheelchairs are generally satisfactory, different staff use different techniques with the same pupil resulting in confusion for some pupils.
39. Staff understand and follow appropriate child protection procedures although there is no comprehensive child protection policy and senior staff have identified the need for more staff training on this issue.

40. The governors and staff have correctly identified some shortcomings in pupils' transport arrangements and are adopting appropriate methods to resolve these difficulties. Arrangements for the arrival and collection of pupils at school are only satisfactory when sufficient free space is reserved to allow the appropriate parking of school transport to enable pupils to move safely in the parking area. There are too many occasions when pupils arrive for school late due to transport problems and this has an adverse impact on progress and learning. Some pupils have journeys of more than an hour and this often results in them being tired when they arrive in the morning, requiring additional attention from staff.

Partnership with parents and the community

41. The school's positive relationships and involvement with parents, and its effective links with the local community through a range of contacts, make a positive contribution to the pupils' learning and personal development.
42. The quality of information provided to parents is inconsistent; there is good informal communication but formal communication does not include all statutory information. The school has the strong support of the majority of parents who value the school's efforts to keep them well informed about the life of the school and their children's progress. Most parents find staff approachable and responsive when they raise issues. They particularly appreciate the informal advice and guidance they receive about physical and behavioural development of the pupils. Home-school books for pupils under 5 and for those pupils with little spoken language contain a good range of information and provide effective communication. School documents are clear and well presented but neither the school prospectus nor the governor's Annual Report to Parents contain all the information which the school is legally required to publish. The school has made some progress towards improving annual academic reports. These do not all contain details of pupils' attainment levels or how individual education plan targets are to be met, and do not comply with statutory requirements. The coordinator for pupils under 5 recognises the need to develop a detailed brochure on the under 5 provision.
43. Many parents are involved in the work of the school. Nearly half of the parents communicate regularly with teachers and actively support pupil learning at home, through supporting reading or helping with homework where set. Nearly all parents attend parent consultation evenings and are fully involved in annual reviews. They show an interest in and care about their children's education. Although parents do not help in class on a regular basis, a group of parents respond to requests from the school for assistance with specific tasks. These include decorating and auditing the library stock. In addition parents arrange social functions and attend curriculum workshops organised by the school. The Bedelsford School Association, formed by parents and staff, has been successful in raising funds including finance for a junior playground.

44. The pupils benefit from and enjoy a wide range of links with the community. Regular visitors to the school include other agencies including the health, police, and fire services, adults with physical disabilities and a number of students and volunteers. The range of external visits is satisfactory and includes places of historical and geographical interest. Very effective links have been established with a local private sector organisation which not only provides older pupils with work experience and an insight into the world of work but also involves employees regularly undertaking community work in the school. Pupils at Key Stage 4 benefit from work experience placements in a range of other appropriate settings.
45. Teachers have established effective contacts and relationships with a local secondary school. This provides a good opportunity for pupils to integrate and experience life in a mainstream school and to follow courses that would not otherwise be available. Staff at the mainstream school have a good awareness of the needs of the pupils and include them in planned activities. A successful link has been established in art with the local university. There have been effective links in the past with local primary schools although the increasingly complex needs of younger pupils make these links more difficult to manage.

The management and efficiency of the school

Leadership and management

46. During the last year there have been many changes in the management of the school and proposed changes in the structure of special educational provision in the Local Education Authority have resulted in uncertainty over its future. While day to day management of the school has been good, other features of leadership are unsatisfactory including the development of a shared educational direction by governors in conjunction with senior staff.
47. The departure of the previous headteacher led to the appointment of an acting-senior management team. This team has developed a clear short-term direction for the school and effective day to day management. The headteacher and senior staff have identified appropriate priorities for development over the last year, including the improvement of the curriculum in English and information technology and a reduction in expenditure on temporary staffing. They have successfully introduced improvements in each of these areas with the support of teachers and other staff.
48. Although always supportive, the governing body has only become more actively involved in the leadership of the school since the decision to seek grant maintained status. Although this action had the required support of the parents, staff feel that the governors did not sufficiently involve them in the process. The governors have identified a long-term vision for the future of the school although this does not focus sufficiently on developing a whole school approach to improving standards of attainment and progress in all subjects.

49. The governing body does not yet take an active role in monitoring planning, teaching or learning. The headteacher and deputy headteacher have been involved in supporting teachers and appropriately developing the role of the subject coordinators, preparing them for their new whole school role. However, any existing monitoring of planning, teaching and learning is informal and does not allow the school to assess the quality of education being provided.
50. The school development plan for the previous year had appropriate targets and many of these have been met. Current development planning identifies appropriate priorities for the next year. The governors long term planning appropriately identifies the risk presented by falling rolls but governors and staff are at a very early stage of working together to identify other educational priorities. There are few links between the proposed budget and clear targets for development. The senior management team is involved in regular review of the school development plan but there are no effective procedures to evaluate the consequences of decisions.
51. Despite these weaknesses, the good quality of teaching in many lessons and the pupils' positive attitudes enables the school to successfully meet its aims and the school provides a positive learning environment for its pupils.
52. The governing body does not meet statutory requirements in several respects. These include the teaching of the full National Curriculum Programmes of Study, arrangements for reporting on pupils, information in the school prospectus, a charging policy and the adoption and monitoring of a policy for special educational needs.

Staffing, accommodation and learning resources

53. The school is adequately staffed to enable the curriculum to be taught effectively to all pupils. Pupils benefit from the experience, skill and care of all staff. Teachers have appropriate qualifications, expertise and interests to meet the demands of the National Curriculum, religious education and the curriculum for pupils under 5. Teachers are generally responsible for teaching their own classes but the timetable is well organised to enable them to use specialist skills teaching pupils throughout the school, for example in science, art, information technology, French, design and technology and physical education. This specialist teaching enhances the standards of attainment and progress made by the pupils in these subjects. Where there is no specialist teacher, for example in mathematics in Key Stage 4, effective links with the local mainstream school enable pupils to receive appropriate support on GCSE courses.
54. The very high number of skilled special support assistants is of considerable benefit to the learning and social development of the pupils. They work very closely with individual pupils, often identifying, recognising and interpreting pupils attempts at communication. Teachers and other staff are well supported by the effective work of secretarial, catering staff and the school caretaker.
55. All staff have clear job descriptions. Because of the high level of staff changes, the appraisal process has not been carried out fully over the past two years, and personal professional development has not been consistent. The cycle has now been re-established and appraisal interviews are due to start very soon. Other training opportunities have been linked to the priorities of the school development plan and identified weaknesses in the curriculum, for example this training has been effectively used in developing the quality of English throughout the school. Training for special

support assistants has developed their skills and the whole staff training on sign language has benefited a large number of pupils. Other school-based training on curriculum planning has enabled schemes of work to be introduced, including collaboration between teachers and this is developing the role of subject co-ordinator. However, many of them lack the required expertise to monitor or evaluate the teaching of their subject throughout the school and this leads to inconsistent progress in some subjects. Many members of the senior management team have received insufficient training in financial management.

56. The schools' accommodation is good and allows the curriculum to be taught effectively. Most classrooms are of a good size and there are appropriate specialist rooms and areas for science, art, design and technology, information technology and physical education. The library areas are attractive and confirm the importance of books for learning to all pupils. There are good facilities for physiotherapy and speech therapy. The hydrotherapy pool and soft play area offer good additional opportunities for pupils to develop their mobility. Display throughout the school is used to celebrate and value pupils' achievements and stimulates learning. It is particularly good in the nursery classroom where individual notice boards contain work from previous weeks in the past and clearly show the progress of individual pupils. All the accommodation is well maintained and very clean.
57. There is limited space for outdoor physical education and only limited use of sports facilities in the neighbourhood. The playground for older pupils lacks features to stimulate their play or to take account of the leisure needs of the wide range of pupils in the school. A new playground with a range of play equipment is being developed for junior pupils and this has good potential.
58. Teaching resources in the majority of subjects, including science, music and art, are good and effectively support pupils learning. There is a lack of books for religious education and limited resources for the understanding of other cultures. There are sufficient computers and some pupils have portable computers. Other classroom resources and learning materials are satisfactory.

The efficiency of the school

59. The recent decision to adopt grant maintained status has caused changes in the financial planning processes, but financial planning is currently unsatisfactory, as the budget is not sufficiently linked to long-term school development planning. During the past year, budget allocations have been linked effectively to curriculum priorities and short term planning. The senior management team identified potential savings in key areas, including the cost of temporary staff. They have successfully reduced these costs, in order to provide additional resources. However these resources have yet to be used effectively. Whilst the detail of the budget has yet to be finalised for 1997 - 1998 the discussions so far have not considered curriculum development. Senior staff have not been fully involved in the planning process to identify current needs, and the existing plans are not sufficiently linked to the improvement of pupils' progress in identified areas of weakness.

60. All teaching and educational support staff are efficiently deployed and the effectiveness of these staff ensures that pupils' are able to make progress. Resources are generally well used; for example portable computers are used effectively, particularly at Key Stage 4 where they encourage pupils' independent learning. All equipment is safe and secure. The teaching accommodation is generally used effectively, although the hydrotherapy pool and soft play equipment are currently under-used.
61. Financial control and routine school administration are good. The school bursar manages the finances well and provides good quality financial information to governors and senior staff. There are effective procedures to ensure that the budget stays within spending limits and that there is no unplanned surplus. Although purchasing requests are closely monitored and scrutinised, as yet there are no effective procedures in place to ensure that the purchases made provide the best value for money. Other funds available to the school, including funds for staff training and donations managed appropriately.
62. Despite weaknesses in management and curriculum planning, the headteacher has created a positive ethos of support for both staff and pupils. This, together with the very positive attitudes of the pupils and the quality of teaching, ensures that the school is successful in meeting many of its aims and provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

63. Pupils admitted to the assessment unit and to the nursery and reception class generally have levels of attainment below national averages. They make good progress in most of the recommended areas of learning.
64. Pupils make good progress in developing their literacy and communication skills. They generally listen well to the staff, know their names and the names of other pupils in the class. They listen well to instructions and follow them. They enjoy listening to stories and join in with known phrases or sayings. Some pupils are developing a range of signs to indicate their wishes, for example “drink”, “biscuit” or “computer”. Higher attaining pupils recognise their names when written. Other pupils recognise the symbols associated with common objects.
65. Pupils are gaining understanding in simple mathematical concepts. They join in with counting songs and are beginning to distinguish between objects on the basis of shape or colour. Higher attaining pupils can match objects and group them appropriately. In developing their knowledge and understanding of the world, pupils are developing skills of observation and investigation, for example observing which toy cars travel furthest. Higher attaining pupils are able to make predictions based on previous experience. Pupils know the classroom routine, including regular events such as drinks or the end of day story and most can find their way around the school. Pupils enjoy the use of computers and can start and stop actions in programs by pressing the appropriate key or a switch. They anticipate the consequences of their actions for example by copying the sounds made by a fire engine.
66. Pupils’ physical development is satisfactory. They make good progress when they visit a specialist centre and use an extensive range of play and sensory equipment. However, the time taken for the journey involves the pupils spending as long on the minibus as in the centre. Pupils make good progress in their creative development. They enjoy using paint or crayons and higher attaining pupils can draw pictures of their family or pets. Pupils listen well to music and generally join in with singing either with their voices or by using signs. Pupils are able to make objects up, for example jigsaw puzzles or sections of a toy road.
67. The pupils make good progress in their personal and social development, showing increasing awareness of others and are prepared to take turns when waiting for drinks, or sharing the use of the computers. The pupils’ physical disabilities limit their development of personal independence although most are able to indicate their wishes. Some pupils present difficult behaviour as a result of their medical conditions. These pupils respond well to the consistent implementation of their individual behaviour programmes.
68. Teaching is always good and sometimes very good. The strengths of the teaching are the comprehensive planning, very good team-work and regular assessment of pupils’ individual progress. Clear learning outcomes are identified for all activities and pupils response and attainment recorded by all members of the team. These records are then used to develop and amend planning as required. There is good management of resources and special support assistants are prepared to take responsibility for parts of the programme.

69. The accommodation is generally suitable with appropriate areas for different activities and it is well used. There is good quality display with pupils' work from different weeks highlighted on different display boards. This enables staff to accurately monitor pupils progress and remind pupils of their past work. There are good links with parents with very effective home-school books. Parents are welcome to be involved in the nursery. The coordinator recognises the need to develop a prospectus that clearly identifies the priorities and procedures of the nursery .
70. The provision for under 5s is a strength of the school and there are effective links with the next class to ensure that pupils can build on the very good start they are given.

English, mathematics and science

English

71. Many younger pupils entering the school have more complex physical and learning disabilities than pupils previously admitted and their levels of attainment are well below national averages. However, older pupils who have been at the school for several years are more capable and have achieved satisfactory GCSE English results in line with their abilities.
72. Pupils make good progress in speaking and listening (communication). They listen attentively and by the end of Key Stage 1 are able to follow simple instructions and are able to tell their "news". By the end of Key Stage 2, pupils are able to listen with concentration for extended periods and pupils engage in conversations with adults and other pupils, sharing information, ideas and asking questions. At the end of Key Stage 3, pupils take part in discussions and are beginning to express their own opinions. They listen well to factual information and stories and can recount details. At the end of Key Stage 4, higher attaining pupils can talk and listen confidently and are able to carry out presentations of their work or respond appropriately in interviews. Throughout the school, there are a number of pupils with complex physical disabilities that prevent verbal communication. These pupils respond well using eye pointing and hand pointing to symbols to answer questions. Some pupils make very effective use of augmentative communication aids, including head switches to "talk" to their teacher and class.
73. Pupils make good progress in reading. At the end of Key Stage 1, pupils can identify books of interest in the library and some can recognise basic initial phonics, simple words and symbols from familiar books. By the end of Key Stage 2, higher attaining pupils can distinguish between fiction and non-fiction books and can recount the actions of characters from familiar stories. Many are able to read simple sentence with understanding. Most pupils of secondary age are able to indicate preferences and choices in reading, and by the end of Key Stage 3 many pupils respond to more challenging texts read aloud to them, for example "Gulliver's Travels" and can understand the structure of the narrative. At the end of Key Stage 4, GCSE candidates read a range of set texts including "Of Mice and Men". They use inference and deduction and, with guidance, can support their argument by referring to sections of the book.

74. Progress in writing is satisfactory, although the physical disabilities of many pupils prevent them from developing fluent handwriting. By the end of Key Stage 1, most pupils can identify the letters of their names and can produce them either in writing or using a word processor. By the end of Key Stage 2, pupils are more confident writers. Pupils with more physical control are developing their own cursive style, while pupils using computers are beginning to construct sentences. At the end of Key Stage 3, most pupils can convey meaning in a sequence of sentences, although their writing is limited to notes and their creative writing skills are less well developed. At the end of Key Stage 4 punctuation, spelling and grammar are mainly correct but more able pupils do not yet check their work for errors and do not always follow the advice given in marking. Most pupils take pride in their completed work, particularly when it is printed from their word processors.
75. The pupils' attitudes in English are very positive. They are interested in the books selected for study and try hard to establish meaning. Many show remarkable perseverance and sustain concentration. By the end of Key Stage 4 many pupils develop a good capacity for personal study, with the use of information technology for writing. Behaviour in English lessons is very good. Younger pupils enjoy library visits and secondary pupils are proud of their study of literary classics. They enjoy looking for the meaning of events in the story when discussing moral issues.
76. Teaching in English is always satisfactory and often good and sometimes very good. Where teaching is good, teachers effectively use their knowledge of pupil's needs and capabilities to devise suitably challenging tasks to match their abilities. This enables all pupils to make progress in lessons. Where the tasks are clearly linked to the specific targets in pupils' individual education plans and planned to develop individual ability, teaching is very good. In all lessons, the sensitive and effective support of assistants enables pupils to work successfully towards the lesson outcomes.
77. The English curriculum meets National Curriculum statutory requirements in all key stages with clear policies for speaking and listening, reading and writing. The selection of appropriate literature ensures that pupils are able to build on their past attainments and understanding. Assessment of pupils' progress is generally sound; it is good for older pupils who are involved in assessing their own work and progress.
78. All subjects contribute well to the development of pupils' communication skills and teach specialist vocabulary where appropriate. Some subjects make a good contribution to the development of pupils' competence in reading and writing, for example science and geography and the use of CD-ROM in information technology, but there are fewer opportunities in other subjects for pupils to develop their literacy skills.

Mathematics

79. Pupils' progress in mathematics throughout the school is satisfactory. At Key Stage 1 pupils make progress in counting and recognise numbers, with higher-attaining pupils working with numbers including tens and units, and beginning to add and subtract numbers up to ten. Lower-attaining pupils add and subtract smaller numbers with help. At Key Stage 2 higher-attaining pupils recognise numbers up to a hundred, order numbers up to thirty and identify groups of ten. Lower-attaining pupils recognise numbers and count to ten with help. At Key stage 3 all pupils gain mathematical knowledge in shape and space when they learn how to plot co-ordinates on a map with higher-attaining pupils requiring less help to solve problems. Pupils at Key Stage 4 use calculators, consolidating skills in using decimals in number and money in real life situations. Higher-attaining pupils work towards accredited examinations including GCSE, using good learning skills to co-operatively solve problems for example determining the formula to predict the result to a traditional mathematics puzzle, with the aid of information technology.
80. The pupils' responses to mathematics lessons, particularly their attitudes and behaviour, are generally good throughout the school. They co-operate well with the teachers and with each other and often show enjoyment in the activities. They sustain their concentration over long periods and are willing to learn. At their best they work either independently or co-operatively to discover mathematical relationships for themselves.
81. Teaching is satisfactory overall and sometimes good, particularly in Key Stage 1. Good teaching is characterised by thorough planning and high expectations of what pupils can achieve. Teachers ask appropriate questions to check pupils' understanding for example asking pupils to solve problems in different ways. Good teaching includes a range of approaches, including theory and practical tasks, individual and group work, to maintain pupils' interest and develop skills. Where teaching is less effective there is insufficient planning for the individual lesson and work proceeds at too slow a pace with the result that the pupils complete the work but make few gains in knowledge or understanding.
82. The mathematics curriculum is sufficiently broad and balanced and meets statutory requirements. The Key Stage 4 curriculum is enhanced by access to specialist tuition when pupils integrate in to a local school. There is a good short-term development plan to support the new co-ordinator, to provide training, to audit and review mathematics throughout the school particularly in view of the changing nature of the pupils' needs. Overall the monitoring of pupils' progress is satisfactory, especially for those studying for accredited qualifications. However, there is more emphasis on recording work that has been taught rather than using assessment to monitor individual progress or develop teaching plans.

Science

83. Pupils make satisfactory progress in science overall, and progress is good at Key Stage 4. By the end of Key Stages 1 pupils know about forces, and understand how, for instance, a wheelchair moves and why it stops. Pupils have a sound knowledge of the main parts of the body, and can conduct simple investigations on their senses. They continue to develop their knowledge, and by the end of Key Stage 2 understand about the reactions of different materials when they are squeezed and stretched. Pupils by the end of Key Stage 3 understand about friction and consider how well different objects move. They produce good graphs and records of their experiments about heating and filtering materials, and are developing their use of scientific language. Pupils' progress at Key Stage 4 is generally good, with many responding well to the challenges of external examination courses, studying links between science and sport or investigating igneous rocks. Pupils attain appropriate levels in external accreditation including GCSE single award.
84. Pupils enjoy science lessons, and concentrate well. Most work hard, and are proud of their work. Pupils are becoming increasingly independent as learners and in carrying out their own investigations. Behaviour in lessons is always very good. Pupils work well together in small groups, sharing equipment and predictions about the results of the investigation. The work on environmental awareness including younger pupils growing their own plants contributes positively to the pupils' moral and spiritual development.
85. The teaching of science is good. Lessons are conducted at a brisk pace, and are well planned to provide pupils with interesting activities linked to the National Curriculum Programmes of Study. In the best lessons pupils are allowed to investigate and report on areas of their own interest. For example, in Key Stage 4 a group of pupils worked on their projects by researching material about rocks in books and on the CD-ROM before building a working model of a volcano. Teachers make good use of the science room and adequate resources. The work is set at an appropriate level for the majority of pupils, but some activities do not fully challenge those pupils capable of the highest attainment. Special support assistants provide effective support to individual pupils.
86. Although topic plans include activities from the Programmes of Study, the lack of a whole school scheme of work is unsatisfactory, as work does not consistently develop pupils' prior attainment or understanding. The assessment of pupils' progress is sound, but results are not used to plan future work, particularly for pupils of high attainment.

Other subjects or courses

Design Technology

87. Pupils make satisfactory progress in relation to their prior attainment. At Key Stage 1, pupils use construction kits well and consider the design requirements for transporting the Lighthouse Keeper's lunch. By the end of Key Stage 2, pupils constructing figures with joints and are learning to cut and join materials with increasing accuracy. At the end of Key Stage 3 higher attaining pupils are beginning to evaluate their final product and compare it with their initial design. By the end of Key Stage 4, pupils understand more about the design process, and develop an action plan for their projects, including preliminary sketches and ideas. Pupils develop their food technology skills well to produce attractive results. Pupils show a developing awareness of health and safety matters.
88. Pupils generally enjoy activities in design and technology and work with great enthusiasm.

They show increasing concentration and patience particularly when finishing their products. They behave well and identify potential risks in their work. Pupils work well in small groups, sharing equipment and offer and accept constructive criticism from others in the class.

89. Teaching is always satisfactory and sometimes good. Teachers have a good knowledge of the subject, and plan lessons well to provide a range of projects that develop design and making skills and the pupils' understanding of technology. Where teaching is less good, the pace of the lesson is too slow, and pupils spend too little time working.
90. The co-ordinator provides good support to teachers, including detailed guidance on activities that might be included in teachers' topics, and is beginning to effectively monitor lessons. There is no whole school scheme of work based on clear assessment of pupils' progress to ensure that new projects enhance pupils' skills and understanding. Teachers make good use of computer design packages to support initial design, for example to enable Key Stage 4 pupils to design their ideal room. The coordinator has established good links with a local secondary school both to allow pupils to undertake study towards a GCSE in graphic design and in joint activities for pupils in Year 9. Pupils benefit both from both the use of specialist resources and the opportunities to integrate with other pupils.

Information Technology

91. Many pupils make good progress, both in lessons and over the long term. At Key Stage 1, pupils learn to use the keyboard, and can use the mouse to direct the cursor with reasonable accuracy. By the end of Key Stage 2, many pupils understand the difference between floppy disks and the hard drive and can save and retrieve their work. They enter text on to a simple word processor, and work at simulations, realising the link between their input and the effect on the computer. At the end of Key Stage 3, higher attaining pupils use a range features when word processing, including changing the style and size of text and inserting graphics into their work. By the end of Key Stage 4, many pupils are independent users of computers as word processors, and produce very good designs using graphics software to amend features of their original designs.
92. Pupils enjoy using computers, and concentrate hard on their work. When given the chance, they work well in pairs, taking turns and behaving very well, even when not directly supervised. Many pupils, especially those with writing difficulties enjoy the opportunity to prepare their work for printing and show justified pride in the final result.
93. The teaching of information technology is generally good. The teachers have sufficient knowledge, and are well supported in their training by the co-ordinator. There is a good focus on developing computer skills in many lessons, which has a positive effect on pupils' progress. Teachers make good use of computers in most curriculum subjects, using number programs in mathematics, CAD packages in technology and a range of word processing programs to draft pupils' stories in English.

94. There is no whole school scheme of work. This limits teaching to areas where teachers feel more confident and insufficient attention is given to important elements of the Programme of Study, such as the control of machines and monitoring of changes in materials. As a result the curriculum as taught does not meet the requirements of the National Curriculum. There is insufficient assessment of pupils' progress; this prevents pupils making the better progress, especially at Key Stage 4 where pupils have good skill levels and need to develop their expertise with a wider range of applications. There is a good range of computers and software, but the different operating systems of the various computers are confusing to pupils. Teachers make very good use of the specialist computer room and portable equipment.

Modern Foreign Language (French)

95. Pupils in Key Stage 3 are making satisfactory progress in learning and using French, and pupils in Key stage 4 are making good progress. By the end of Key Stage 3, pupils have learned and recognise some basic vocabulary including greetings, numbers, colours, their names and the names of classroom objects. In both key stages pupils remember and speak (or indicate by hand pointing to cards) vocabulary and phrases taught. In Key Stage 4 there is good progress in reading words and symbols. When speaking many pupils have a good accent. Progress in writing is slower but satisfactory. Some pupils sequence symbols and pictures to create written messages. By the end of Key Stage 4 pupils have made clear gains in knowledge and the use of French and the results of the first modules in the Welsh Certificate of Education (COE) are good.
96. Pupils show great enjoyment of French, both learning new words and phrases and using them from memory. They take pleasure in their own and other's achievements. All pupils participate in activities. They sustain concentration and are well-motivated to achieve examination success. They listen attentively, and respond appropriately. They work collaboratively when required for example in games.
97. Teaching of French is generally good and sometimes very good in both key stages. Lessons are very well organised with a range of different tasks that enables all pupils to take part in the lesson. Very good teamwork with the support staff ensures that pupils who require extra help are able to participate fully, for example in memory games.
98. The curriculum is well planned and meets National Curriculum statutory requirements with an appropriate emphasis on listening and speaking (communication) rather than reading and writing. Other activities such as cheese tasting days are used well to enhance the curriculum and enable pupils to learn about French culture. There is very good teacher assessment and recording, especially at Key Stage 4. The subject is well established in the school and is well managed and evaluated. The decision to change examination course at Key Stage 4 to the COE is sound and recognises pupils particular strengths. The range of textbooks and other learning resources is limited.

History

99. Due to timetable arrangements, no history lessons took place during the inspection and it is not possible to make judgements on pupils' attainment at the end of specific key stages or the quality of teaching in this subject. Judgements are therefore based on the scrutiny of pupils' past work, display, a lesson video and teachers' planning. Although older pupils are gaining a sense of the past as indicated in the video about their study of Anne Frank's

diary, there is insufficient evidence to allow a judgement to be made on pupils' progress.

100. Elements of history are taught throughout the school in Key Stages 1 to 3. A scheme of work is being developed based on the National Curriculum Programmes of Study and linked to the topic cycle. This meets statutory requirements but some links are not fully developed and present planning does not ensure the progressive learning of historical skills and concepts.

Geography

101. Due to timetable arrangements insufficient lessons took place during the week of the inspection to enable a judgement to be made on pupils' attainment or progress in lessons at the end of key stages. Judgements in this report are based on scrutiny of pupils' work, display, a small number of lessons and discussion with teachers.
102. Geography is taught within the topic cycle for younger pupils who are beginning to use correct geographical vocabulary eg sand, sea, cliff, island in their story of the Lighthouse Keeper. They are able to identify these features on simple picture map and are beginning to realise the effect of weather and location on peoples' lives. Older pupils studying Kenya can find the country on a map of Africa and locate areas on a map of Kenya using correct vocabulary and geographical terms. Older pupils are beginning to gain an understanding of the effect of climate on agriculture and the trade links between tropical countries and the UK.
103. Pupils show satisfactory progress in lessons in developing their understanding and they gain confidence in using their skills. There is less evidence of progress being made over a period of time and older pupils do not have the basis of geographical skills and understanding to consider causes and consequences or to formulate questions which would enable them to embark on individual research projects.
104. Pupils are very enthusiastic during lessons. They are attentive and well motivated. They complete tasks set. The majority work independently with help from special support assistants although there were few opportunities for pupils to show initiative and develop independent learning skills.
105. Teaching is always satisfactory and sometimes good. Where teaching is good teachers are confident in the subject knowledge and lessons have clear learning outcomes. Teachers maintain the focus using resources well to ensure all pupils of whatever ability are engaged in the lesson. When teaching is less good the outcomes and explanations are unclear often due to the lack of specific subject knowledge. Teachers use correct geographical vocabulary in discussions but fail to use opportunities for pupils to consolidate their learning through written work.

106. A scheme of work for geography is being developed based on the National Curriculum Programmes of Study but also linked to the topic cycle in the lower school. The scheme is not sufficiently based on the clear assessment of pupils' progress. The co-ordinator does not yet have a system to effectively monitor and evaluate the teaching of the subject across the school and some teachers lack expertise in the subject. Learning resources are adequate but there is insufficient use of the immediate locality to enrich pupils learning

Art

107. Pupils make satisfactory progress, with some pupils in Key Stage 3 making good progress. At the end of Key Stage 1, pupils show they can understand shape, for example making impressions in sand, and can choose colours and use them, for example when marbling paper. By the end of Key Stage 2 pupils can identify patterns and see ways of making or copying them. At the end of Key Stage 3, pupils research, design and select shapes, colours and tools. They produce some good abstract printing and collages that are displayed around the school. By the end of key stage 4 pupils can draw and paint using sketches and illustrations. They make good use of ideas and techniques of great artists from the Renaissance to Andy Warhol and David Hockney. Pupils show an improved understanding of printing, painting and 3 dimensional work.
108. The pupils behave very well and show good application to their work. They are interested by the tasks set for them and they are aware of safety issues when using tools and equipment. They are increasingly confident in their ability and able to work without support.
109. Teaching is always satisfactory. In Key Stage 3 it is good. In these lessons, teachers have high expectations and communicate clear targets to the pupils. They select appropriate content and use tasks suited to pupils' abilities. There is good lesson planning in art for a range of modules of study but no clear scheme of work or policy.
110. The work studied includes work from the National Curriculum Programmes of Study but there is no clear scheme of work or policy. The subject contributes well to pupils' spiritual and cultural development, through involvement in the local Arts Festival and the study of great artists. However the choice of artists does not sufficiently explore the range of art from other cultures. The art room is well equipped although the broken kiln limits space for other activities.

Music

111. Pupils make good progress in each key stage, especially in listening and appraising. By the end of Key Stage 1 pupils sing, clap or sign to familiar songs with confidence. By the end of Key Stage 2 there is understanding of rhythm and good use of musical terminology. Pupils can follow the instructions of another pupil who is conducting. They recognise changes in key and repetition. By the end of Key Stage 3 they play tuned and un-tuned percussion instruments, some with hand support, and remember simple rhythms. At Key Stage 4 pupils make good progress in understanding musical techniques, for example beat and accent, and pupils learn to relate music to its cultural context, for example Reggae music from the Caribbean.
112. Pupils participate in music with great enthusiasm. They concentrate well and listen attentively to live and recorded music. Their behaviour is very good. Pupils share

instruments well and take their turn to play, listening well to other pupils when they play.

113. Teaching is always good and often very good. Teachers vary the activities during the lesson often including listening, playing and composing in the same way. Lessons have good pace to to maintain involvement. Instruments are selected for individual pupils to allow them to take part and tasks are well matched to pupils' range of abilities. Teachers have high expectations are high, use praise and encouragement appropriately and demonstrate in a lively manner that effectively motivates pupils of all ages.
114. The music curriculum meets the requirements of the National Curriculum and is well balanced to include playing, performing, listening and appraising. There is a good scheme of work that develops pupils' prior attainment. Planning includes targets for individual pupils in the class activity and this is based on good individual assessment of the pupils. The lunch-time music club adds to pupils opportunities and the sensitive teaching of music provides pupils with opportunities and experiences which communicate without words and this develops pupils' spiritual awareness and reflection. The range of music provided improves pupils' awareness of other cultures.

Physical Education

115. Due to timetable arrangements the only lessons that took place during the inspection were for pupils in Key Stages 1 and 2 and there is insufficient evidence to enable a judgement on pupils' attainment or progress or quality of teaching at other key stages.
116. All pupils are able to listen to and follow instructions so that they can follow the rules of games. Pupils at the end of Key Stage 1 know the different parts of their bodies and are able in 'warm up' to exercise each limb with simple stretching movements. They develop a wider range of movement using the soft play equipment, including pushing and pulling, rolling and sliding, wriggling or climbing. At the end of Key Stage 2 pupils are able to use their bodies with greater skill and accuracy, for example developing throwing skills and dodging skills in simple chase games. Younger pupils generally work individually but older pupils show good collaboration in making up and organising simple games. Pupils with more complex physical disabilities are able to join in and achieve up to their potential. In the hydrotherapy pool pupils are gaining water confidence and with assistance are able to float, move to a vertical position in the water and follow instructions to kick or splash.
117. Pupils make good progress during the lessons developing in confidence and fluency of movement. Older pupils showed that they are able to consolidate and extend skills learnt in the past. They quickly understand the new rules and skills required in new games made up by other pupils in the class. In the hydrotherapy pupils are able to relax and show increased mobility of their limbs during the sessions.
118. All pupils enjoy the range of activities and work hard. Behaviour is excellent and always safe. The level of co-operation and collaboration is very good, for example in in the 'Mexican wave' and team games. Pupils show great pleasure in working as a group in the hydrotherapy pool. Two classes are combined for PE sessions. This works well to give pupils a chance to interact with each other and develop team games.
119. Teaching is generally good. It is well planned with clear objectives to build on pupils individual abilities and ideas to develop skills and mobility. Lessons have variety, the time and resources are well used and pupils are encouraged and challenged to do their best. The special support staff are well deployed to ensure that all pupils are able to achieve their potential.

120. A good start has been made on the scheme of work. Throughout the school, the subject is taught by two teachers, which provides good opportunities to consistently develop pupils' skills. All younger pupils have sessions in the hydrotherapy pool and pupils in Key Stage 2 class are able to swim at the local pool. The scheme of work identifies appropriate activities from most areas of the National Curriculum Programmes of Study although the lack of swimming and outdoor adventurous sports at Key Stages 3 and 4 means that the curriculum does not meet statutory requirements. There is no assessment system to record or monitor pupils' individual progress. Resources are generally good but outside space for games is very limited and local facilities are not used sufficiently. There has been little inter-school sport in the recent past, but the hockey team is in training for an imminent match.

Religious Education

121. Pupils are making satisfactory progress. Pupils at the end of Key Stage 1 know that biblical events took place long ago and know details of the Passover. They recognise the importance of symbolic food to religious events. At Key Stage 2 pupils listen to parables and discuss their meaning, completing work sheets with pupils expressing wonder at the miracles. Pupils in Key Stages 3 and 4 remember the story of Moses and can recall the meaning of Passover and the significance of some of the traditional Passover food.
122. Pupils' attitudes are good. They are keen to take part in lessons and respond well to the excellent opportunity to take responsibility such as leading a prayer. Pupils behave well, concentrate hard over a long period and show good respect for each other's feelings and beliefs. The study of religious education makes a good contribution to pupils' spiritual development and their understanding of other cultures.
123. Teaching is always sound; it is often good and sometimes very good. The ethos of the subject teaching reflects the school's aims well. Teachers plan lessons well and use suitable methods to engage pupils' interest and involvement, providing good opportunities for pupils to reflect upon the meaning of celebrations and biblical events. With older pupils, teachers are confident to discuss the wider meaning of religious issues and belief.
124. The curriculum follows the guidance of the local agreed syllabus and includes an appropriate range of topics including the study of other religions. The co-ordination of RE is at an early stage of development and appropriate consideration is being given to enlisting outside support for curriculum development and to provide training and monitoring of the subject. There is a good subject development plan to produce a policy and to review the curriculum in order to develop a whole school approach. Resources are adequate for a limited curriculum but insufficient for a developing range of topics, especially for the study of other religions. The primary class collective worship appropriately links with the study of religious education to extend pupils spiritual awareness.

PART C: INSPECTION DATA

Summary of inspection evidence

125. The inspection was carried out by a team of six inspectors including a lay inspector. A total of 23 inspection days was spent in the school. During this time 89 lessons or parts of lessons were observed for a total of over 53 hours. Inspectors observed lunch, break times, the arrival and departure of pupils on transport and an inspector travelled to school on a minibus with the pupils. Discussions were held with the headteacher, governors, senior staff, teachers, support staff, professionals working in and visiting the school, parents and pupils. A scrutiny of work was carried out in all subjects and areas. Pupils Statements of Special Educational Needs, annual reviews and individual education plans were examined to evaluate pupils' progress. Inspectors looked at teaching plans and records and other school documents and policies. Pupils were accompanied on a variety of off-site activities including integration at a local mainstream school. A meeting was held to investigate parents' views and 25 responses to a parents' questionnaire were analysed.

1. Data and indicators

PUPIL DATA

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on schools' register of SEN | Number of full-time pupils eligible for free school meals |
|---------------------|---|---|--|---|
| YR - Y13 | 43 | | | 14 |
| Nursery Unit/School | | | | |

TEACHERS AND CLASSES

Qualified teachers (YR - Y13)

| | |
|---|---|
| Total number of qualified teachers (full-time equivalent) | 9 |
| Number of pupils per qualified teacher | 5 |

Education support staff (YR - Y13)

| | |
|---|-----|
| Total number of education support staff | 18 |
| Total aggregate hours worked each week | 508 |

FINANCIAL DATA

Financial year:

| |
|---------|
| 1996/97 |
|---------|

| | £ |
|--|-----------|
| Total Income | 586162.00 |
| Total Expenditure | 562035.00 |
| Expenditure per pupil | 11958.00 |
| Balance brought forward from previous year | 25610.00 |
| Balance carried forward to next year | 49737.00 |

PARENTAL SURVEY

Number of questionnaires sent out:

43

Number of questionnaires returned:

25

Percentage return rate:

58

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 60 | 40 | | | |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 60 | 40 | | | |
| The school handles complaints from parents well | 50 | 29.2 | 16.7 | 4.2 | |
| The school gives me a clear understanding of what is taught | 40 | 44 | 12 | 4 | |
| The school keeps me well informed about my child(ren)'s progress | 56 | 36 | 8 | | |
| The school enables my child(ren) to achieve a good standard of work | 44 | 40 | 16 | | |
| The school encourages children to get involved in more than just their daily lessons | 44 | 36 | 16 | 4 | |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 28 | 52 | 20 | | |
| The school's values and attitudes have a positive effect on my child(ren) | 40 | 52 | 8 | | |
| The school achieves high standards of good behaviour | 44 | 48 | 8 | | |
| My child(ren) like(s) school | 64 | 24 | 12 | | |

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