

Round Oak School and Support Service

Inspection report

Unique reference number	125806
Local authority	Warwickshire
Inspection number	381131
Inspection dates	22–23 February 2012
Lead inspector	Janet Thompson HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community special
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	158
Of which, number on roll in the sixth form	45
Appropriate authority	The governing body
Chair	Jo Rose
Headteacher	Jane Naylor
Date of previous school inspection	22 January 2009
School address	Brittain Lane Warwick CV34 6DX
Telephone number	01926 423311
Fax number	01926 887371
Email address	admin7030@we-learn.com

Age group	11–19
Inspection date(s)	22–23 February 2012
Inspection number	381131



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Janet Thompson

Her Majesty's Inspector

Sally Hall

Additional inspector

Andrew Blow

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 17 teachers teaching 25 lessons; this included observing some full lessons and some parts of lessons. Nine of these were joint observations with the headteacher, deputy or assistant headteachers. Inspectors also observed three registration sessions, spoke to many students during the inspection and met more formally with three groups of students, including hearing some students read from books or their own work. Meetings were also held with two representatives of the governing body and school staff, including middle and senior managers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a number of documents, including the school development plan, safeguarding and behaviour policies. The inspection team looked at students' work and records, including six detailed case studies. Inspectors took account of 57 parental questionnaires returned during the inspection, as well as questionnaires completed by students at the school and staff.

Information about the school

This is an average-sized special school that provides for students with a broad range of needs including moderate, severe and profound and multiple learning difficulties. Nearly a quarter of the students have autistic spectrum disorders and a smaller proportion of students have behavioural, emotional and social difficulties. All students have statements of special educational need. Most students are White British and others are from a variety of minority ethnic backgrounds. Nearly one tenth of the students are looked after by the local authority. The proportion of students known to be eligible for free school meals is higher than in most schools. The school is a Specialist Sports College and works with many partners locally. The support service works with other schools to offer guidance and support for disabled students and those with special educational needs who are on the roll of mainstream schools. The service is also contracted to provide education for students attending a mental health facility but none of these students are on the roll of Round Oak. Over the last 18 months there have been significant changes in the leadership and staffing at the school, including a new headteacher, deputy headteacher and two assistant headteachers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school with a satisfactory sixth form. This is because the quality of teaching is variable across subjects and therefore not all students make good progress including in the sixth form.
- Some students make good progress especially in sport, the creative arts and their personal development, but many students make only satisfactory progress in their functional communication, literacy and numeracy skills. In many lessons there are missed opportunities for students to practise the basic skills of communication, literacy and numeracy.
- Teaching is satisfactory. There is some outstanding teaching and some that is good, but there are too many lessons where teaching is satisfactory because not enough focus is given to making sure every student is challenged at the right level. This is particularly true for those students who are working at lower levels than others in their class.
- Behaviour and safety are good. Good relationships help to create a positive atmosphere in which spiritual, moral, social and cultural development are promoted well. Students behave well and their caring approach to each other and acceptance of individual differences helps them feel safe in school. There are effective personalised approaches for students with significant social and emotional needs and many make very good progress in learning to manage their own behaviour within the structures provided by the school.
- The senior leadership team, including the governing body, have accurately identified where improvement is required. There have been improvements in students' behaviour and focused coaching has helped to improve the quality of some teaching, thus demonstrating the school's capacity to improve further. Similarly, reading interventions piloted by two classes are beginning to help improve the progress made by the students involved. Safeguarding procedures are robust and the senior team work very effectively with other partners to the

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

benefit of the students.

- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise achievement in functional communication, literacy and mathematics by:
 - explicitly mapping basic skills across the curriculum, including in the sixth form, so that there are frequent opportunities to practise skills
 - ensuring opportunities to learn and practise these basic skills are clear in planning and relate to the specific levels individual students are targeted to achieve
 - developing a whole-school strategy for the teaching of functional communication, reading and writing.
- Improve the level of challenge for all students by ensuring:
 - reliable assessment is used effectively and consistently to inform planning
 - achievement in lessons is recorded and evaluated effectively.
- Improve the quality of teaching by making sure all staff are very clear about what each student needs to learn so that the focus of support is on learning rather than completing a task.

Main report

Achievement of pupils

Students' achievement is closely related to the quality of teaching and is variable across the school. Nearly all parents and carers are pleased with the progress their child is making. Throughout the school there are examples of students making good or better progress in lessons and sometimes in their key skills, but too often progress is satisfactory. For the majority of students the different approaches and limited time given to learn and practise functional and supported communication, literacy including the use of symbols and numeracy skills across the curriculum hampers their progress and maintains it at a satisfactory level. Due to a range of issues, the school has very limited evidence of the progress students have made over their time at the school. Analysis of students' achievement against their individual targets, their work and the limited number of annotated records of students' achievement shows significant variation. There is no evidence to suggest that students who are known to be eligible for free school meals or any other specific groups achieve better or less well than others over time.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

In lessons, students who are working at the lower levels within a class make less progress relative to their abilities than other students. At times, expectations for all students are not high enough when different starting points are taken into account. Many students achieve a range of accredited qualifications at the end of Key Stage 4 and by the time they leave the sixth form. The level of challenge and progress that these represent is not always apparent. Some subjects, for example art and sport, have high expectations for the higher attaining students and challenge these students well, but there is less evidence of challenge for lower attaining students. In the sixth form, students make good progress with their practical vocational skills and developing independence. Their achievement in these areas is demonstrated by their success in future placements. The progress students in the sixth form make with functional communication, literacy and numeracy is also variable and therefore satisfactory.

Quality of teaching

Not enough teaching replicates that of the highest quality in the school. In too many lessons, knowledge of students' prior learning is not used to plan precisely and ensure that the next steps are taught with sufficient frequency. Systems used to support students' communication are not always used at a level accurate for their level of understanding. A few students commented on the differences between lessons; those lessons favoured by the students are those with an element of fun and where they 'do things' as well as where they learn something new. Parents and carers are nearly all extremely positive about the quality of teaching in the school although a few commented on the need for more challenge for their child. When teaching is good or outstanding, there is excellent attention given to ensuring every student is challenged and can access the work effectively. In these lessons, questions and support are well adjusted to the students' levels of understanding, staff have high expectations and they provide plenty of opportunities for collaboration between students. Some teachers record detailed ongoing assessment so that they can identify where any students need additional support or to repeat some work. This is not yet consistent across the school. In the weaker lessons the level of useful challenge particularly given to the lower attaining students within a class is limited, and opportunities for practising prior learning are missed.

Staff and student relationships are strong in all lessons. Good modelling of treating each other with respect and dignity pervades the school, helping students' social and cultural development. When teaching is of the highest quality, it enables students to excel in using their imagination and creativity and students with the most profound needs access the lesson using well planned multi-sensory approaches. During personal, social and health education lessons students are encouraged to discuss moral and ethical issues that relate to their own lives and reflect on their experiences so that they can learn from each other. This makes a good contribution to their spiritual and moral development. Students engage quickly when work is practical or they understand how it relates to their own lives. In a good mathematics lesson, the teacher skilfully explained the usefulness of probability and how it relates to making

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

decisions in day-to-day life. In satisfactory and weaker lessons, students are often too dependent on staff leading them through an activity rather than being given the opportunity to work it out for themselves or work more independently.

Behaviour and safety of pupils

Students usually behave well and are positive about their work and try hard, especially when lessons are practical. In one good example a student being offered additional help said, 'No, don't tell me, I want to work it out myself.' Nearly all parents and carers believe their child feels safe at school and that behaviour is usually good. A small minority of students have some concerns about the behaviour of a few but they believe the staff deal with any issues, including bullying, effectively. Students gain a growing understanding of the rights and wrongs of different behaviours. They learn how to recognise different styles of bullying and situations where they may not be safe. They generally treat each other with a high level of respect. Students' behaviour improves over time at the school and they take on increasing amounts of responsibility. Disruptive behaviour is rare and has reduced over the last year. Counselling for some students starting at the school has helped them to make a smooth transition. Exclusions are still a little high but are reducing and used in circumstances when the school needs time to adapt arrangements to ensure the safety of other students and staff. Older students are successfully helped to develop more mature approaches to meeting new people. The sports college status has helped to promote an increasing sense of responsibility, with a number of the older students becoming young sports leaders working with local mainstream primary schools. Sixth form students support younger students well, for example by running clubs at lunch times. The personal, social and health education lessons make a good contribution to helping students keep safe and understand relationships. Students develop a growing sense of empathy and can recognise or explain features of positive relationships. One student explained, 'You're not really a good friend if your friend is having a hard time and you do not feel sorry for them.' Attendance is average with very few with low attendance. Some students, including those who are looked after by the local authority, have high attendance.

Leadership and management

Leadership and management are satisfactory. Safeguarding arrangements meet current government requirements. The school works well with partners to help students stay safe and ensure they have an equal opportunity to access a suitable education for their needs. The relatively new leadership team and governing body have a good understanding of the strengths of the school and where improvement is required, but not all strategies established have had time to effect improvements in students' achievement. The new assessment and tracking system has been implemented effectively so that a baseline of levels achieved by students is well moderated and consistent across Key Stages 3 and 4 and informs the sixth form. The leadership team and governing body recognise that this information is needed to ensure they can be more accurate in enabling all students to have equal opportunities to thrive at the school. The behaviour of many students has improved

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and effective personalised packages have been arranged for a few students who were not accessing the curriculum due to their behaviour. These improvements and effective support for some staff, resulting in improved teaching, demonstrates that the focus of improvement is well placed and the school has the capacity to improve further.

The school curriculum is satisfactory. It provides a good breadth, but the teaching of basic skills is not carefully mapped across the curriculum so that students have maximum opportunity to practise and improve these skills. Throughout the curriculum there are well planned opportunities to promote students' spiritual, moral, social and cultural development with particular strengths in personal, social and health education. The curriculum in the sixth form is suitably focused on improving vocational and independent living skills, thus ensuring that students are well prepared for their next stage in education, employment or training. The curriculum in the school and sixth form is enhanced by many additional opportunities, including drama performances, out-of-school and residential visits, and a wealth of experiences within sports. Students have many opportunities to experience a wide range of sports, for example football, sailing and skiing, and many students successfully compete in competitive sporting events.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 February 2012

Dear Students

Inspection of Round Oak School and Support Service, Warwick, CV34 6DX

It was a pleasure to meet you at my recent visit to your school. My colleagues and I enjoyed visiting your lessons and looking at your work. Round Oak is a satisfactory school and another inspector may visit the school to make sure improvements are being made. Here are the main points from our report.

- Many of you need more time to practise your communication, reading, writing and number work so that you make good or better progress in all subjects. We have asked your headteacher to help this happen.
- Some of you make good progress especially in sport, the creative arts and how you take on more responsibility as you become older.
- Sometimes your teachers make sure lessons are very interesting, fun and you all learn a great deal. This does not happen all the time and we have asked your teachers to make sure all lessons are as good as your favourites, when you work hard and have fun.
- You behave well and feel safe. Many of you told us how you enjoy school and have some good friends. You often help each other and make sure other people in the school are happy. For some of you, your behaviour is much better than it used to be. Staff support you well so that you learn how to behave in a range of situations.

The new headteacher, deputy and assistant headteachers work well with the governing body to help improve your school and I hope you will help them by working hard and continuing to behave well.

Yours sincerely

Janet Thompson
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**