

Paces High Green School for Conductive Education

Inspection report

Unique Reference Number	135815
Local Authority	Sheffield
Inspection number	343820
Inspection dates	3–4 November 2010
Reporting inspector	Gina White HMI

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

Type of school	Special
School category	Non-maintained special
Age range of pupils	2–18
Gender of pupils	Mixed
Number of pupils on the school roll	24
Appropriate authority	The governing body
Chair	Christine Goldsack
Headteacher	Gabor Fellner
Date of previous school inspection	Not previously inspected
School address	Paces High Green Centre Pack Horse Lane, High Green Sheffield, South Yorkshire S35 3HY
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed nine lessons taught by three teachers. Meetings were held with pupils, parents, governors and staff. Inspectors observed the school's work, and looked at the arrangements and policies for safeguarding and the school's planning, monitoring records and data. Questionnaires from staff and 16 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness monitoring and evaluation has on driving school improvement.
- The progress of pupils in the Early Years Foundation Stage and at each key stage to determine whether teaching is sufficiently challenging.
- How well the curriculum meets the needs of pupils in providing breadth and balance to pupils' learning and achievement.

Information about the school

Formerly an independent special school, the school opened as a non-maintained special school in March 2009 providing full and part-time provision for pupils with motor disorders, sensory impairment and related difficulties. All the pupils have a statement of special educational needs or are in the process of gaining them. Some of the pupils attending the school live locally in Sheffield but others travel daily from Huddersfield, Oldham and Lincolnshire. In total, six local authorities currently place children at the school. Slightly more boys than girls attend the school. Almost all pupils are White British, with a few pupils from diverse cultural backgrounds.

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: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This school provides a good quality education for pupils. Teachers know pupils, their individual needs and their targets exceptionally well. One parent summed it up thus: 'The staff here know my child as well as I do.' Relationships and trust between staff, pupils, parents and carers are strong and create an encouraging atmosphere and a cohesive community. As a result pupils feel safe and secure in each of the three classes: early years, primary and secondary. Parents and carers value the good teaching and good support for their children's care and welfare needs.

Pupils' attainment on entry is low due to the nature of their special needs and the impact this has on their physical development and ability to learn. Almost all pupils make good progress in developing their mobility, for example, to use and develop skills such as feeding and communicating with family and staff. This is because the skills are worked on daily. Most pupils make good progress in lessons due to the good and often excellent teaching they receive. Well-planned, challenging activities enable them to make small steps in developing speaking, listening and reading skills. Innovative use of video diaries every six months demonstrates significant improvement over time for some individuals in developing greater control of their movement and mobility. However, the methods of monitoring pupils' progress in their communication and academic skills, whilst thorough, do not show pupils' development as clearly. The school is achieving its aim of successfully enabling pupils to move into mainstream schooling, and the majority of pupils are on track to do so. This is implemented in a phased way that takes account of the pupils' needs. In cases where pupils attend Paces part-time, and who also attend mainstream primary schools for part of the week, formal methods of sharing information about their progress are firmly established. In the Early Years Foundation Stage, informal sharing of information takes place with other settings but it is not robust enough to ensure children make outstanding progress.

Pupils' high take-up of school meals, regular participation in dance, sport and daily movement tasks make an excellent contribution to their health and fitness. Pupils make a good contribution to their community and this is well demonstrated in their active fund-raising, regular jobs around school and participation in community arts events. Such work contributes to community cohesion but the school does not plan or evaluate it sufficiently.

As pupils move through each key stage, the curriculum makes an effective contribution to their achievement and daily enjoyment of school life. Good links with external agencies and partnerships with providers enable pupils to receive support and take full advantage of the school curriculum.

The school is well led and governed. Team work between the headteacher, staff and governors is effective and ensures that senior leaders have an accurate view of the strengths and weaknesses of the school. Informal procedures for monitoring and

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evaluating the work of the school are developing swiftly to become more systematic. However, systems of self-evaluation across all aspects of the school's work are not precise enough to ensure that good and excellent practice is shared. The school's work to support parents and carers is outstanding and their views contribute effectively to school planning. The school's development plan is clear and well focussed on key developments to better meet pupils' needs, such as the refurbishment of the accommodation and improving access to speech and language therapy. The school is successfully achieving its aims to improve better outcomes for pupils and demonstrates good capacity for improvement.

What does the school need to do to improve further?

- Strengthen and formalise systems in the Early Years Foundation Stage to share information about children's progress with the mainstream settings they attend.
- Ensure the school plans and evaluates its contribution to community cohesion.
- Ensure systems of self-evaluation across all aspects of the school's work are consistent and rigorous in order to further inform improvement.
- Extend innovative methods of monitoring pupils' progress to better evaluate the small steps they make in developing their communication and academic skills.

Outcomes for individuals and groups of pupils

2

Careful assessment when they arrive at the school leads to pupils' challenging individual programmes and targets. Most pupils achieve progressively challenging targets, including those for developing fine and gross motor skills. As they move through the school, pupils' literacy skills also develop well and slightly ahead of their skills in numeracy, where, owing to their conditions, some pupils have difficulty in learning patterns and sequences of number. Pupils' motivation and engagement in learning in lessons is excellent. Most pupils maintain their concentration for lengthy periods and respond verbally, or through other means, to make decisions and participate in answering questions. Pupils also make good progress in their wider learning. They know how to sit, move and roll safely as a result of the expert instruction they receive. They work very hard to control their movement. Good quality resources such as ladder back chairs and handle holds around the corridors help to promote their independence and safety. Pupils trust the staff and are confident that if they have a problem they will help them. Pupils' behaviour in lessons, during lunchtimes and in self-directed work is good. Their social interaction and caring are well demonstrated in lessons in the way they celebrate each other's achievements. On rare occasions, when pupils are waiting to take their turn, some become passive and less engaged and their behaviour slips from outstanding. The oldest pupils are developing useful skills such as learning how to cook simple snacks, use transport and handle money to support their independence and contribute to their well-being and life skills. Attendance is broadly average. Pupils are keen to come to school but medical needs sometimes prevent this, particularly for younger pupils. Pupils' spiritual, moral, social and cultural development is strong. For example, pupils' regular fund-raising demonstrates compassion in their support of others in need. They are developing awareness of different faiths and role play key events such as weddings.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	*
Pupils' attainment ¹	
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

How effective is the provision?

High staffing levels in lessons ensure pupils are well-supported and engaged. Teachers use their specialist knowledge effectively to plan well-paced lessons that meet pupils' individual needs. Teachers use questioning expertly to challenge pupils, check their understanding and to praise them. A wide-range of other teaching strategies ensures that pupils actively participate and that transitions from one activity to another are smooth. Physical activities are well integrated into all sessions. For example, in a music lesson breathing and blowing techniques and making sounds sharpened pupils' awareness of the effort that goes into making music. Later, they listened acutely and recognised the sounds they could hear around them. Pupils persevere with tasks showing immense determination to succeed. They enjoy the familiar sequences of movement sessions and readily join in with rhymes and singing.

The curriculum meets pupils' learning, welfare and physical needs. Original and creative artwork, often as a result of group work, is well displayed around school. Visits to Lincoln Cathedral and local places of interest help to support pupils' studies in religious education and history. Pupils enjoy different aspects of the curriculum; for example, one pupil said, 'The best thing was learning German.' Participation in drama productions are enjoyed by many pupils, parents and carers and staff. The school makes effective use of partnerships

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with other providers who share the school site to access additional facilities, for example, the art gallery, sports hall and outdoor space.

Care, guidance and support are of good quality. Well-organised systems and arrangements are in place for pupils' annual reviews and involvement with statutory agencies. Advice and support to families is an excellent feature of the school's work. The shared use of strategies between home and school promotes pupils' mobility and independence. Provision through the summer school programme also supports pupils in maintaining mobility. Recent collaboration with health professionals provides easier access for pupils and their families to specialist speech and language support on the school site.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Day-to-day management of the school is effective. The headteacher and the governing body hold fast to the principle that pupils' disabilities do not stand in the way of their learning and development. This is well reflected in school plans and in the determination to improve the quality of the building to better meet pupils' needs, particularly in providing easier access to outdoor provision for the youngest children. Planning to do this is at an advanced stage. The headteacher's expertise in conductive education and the curriculum consultant's complementary specialist knowledge are combined effectively to assure the good quality of teaching and learning. Further refinement of monitoring and evaluation is required to share practice, to improve further and to bring greater consistency to all aspects of the school's work. The governing body has accomplished much in the short period of time it has been established. Policies are in place and governors act as critical friends to the headteacher. Governors are beginning to contribute to monitoring and evaluation and are innovative in engaging parents' views in identifying the next stage of the school's development. Partnerships with other providers make an effective contribution to the curriculum and to pupils care and advice to families. Safeguarding provision meets requirements. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is good. This is evident in the progress the majority of pupils are making and in their increasing participation in mainstream schooling. Planning and promotion of community cohesion is not fully developed, although work is taking place.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children arrive at the school with below-average skills and development and they make good progress in all areas of learning. Staff know the children very well and assess them thoroughly on arrival. They use this information effectively to plan activities that meet their individual needs. Children respond well to the good provision and are beginning to join in singing and counting activities. Some children are developing their social and personal skills well: they anticipate when to join in rhymes and contribute information in the 'sharing news' sessions. Staff effectively enable children to make choices in their learning and are skilled in recognising non-verbal communication. Staff and pupils have good relationships which ensure that pupils feel safe and secure. Good provision is made to meet children's physical needs. Activities are well designed to enable children to increase their mobility, stamina and control over their bodies. The location of the classroom upstairs is not ideal in relation to the two outdoor areas, as it means that children cannot access activities set inside and out of doors simultaneously. Nonetheless, the outdoor area is equipped well with large play equipment to promote children's physical development, as well as providing additional opportunities for them to work together and share toys.

The leadership of the Early Years Foundation Stage is good. Team work between the teacher and support staff is effective: children's achievement and welfare needs are securely at the heart of all that they do. Strategies such as home-school books and recorded messages promote regular and frequent exchange of information between home and school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A high proportion of the parent and carers responded to the questionnaire. All parents and carers who did so were highly positive about all aspects of the school. Parents were pleased with the support their children received and the progress they were making.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Paces High Green School for Conductive Education to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 16 completed questionnaires by the end of the on-site inspection. In total, there are 24 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	88	1	6	0	0	0	0
The school keeps my child safe	11	69	5	31	0	0	0	0
My school informs me about my child's progress	12	75	4	25	0	0	0	0
My child is making enough progress at this school	12	75	3	19	0	0	0	0
The teaching is good at this school	13	81	3	19	0	0	0	0
The school helps me to support my child's learning	11	69	4	25	0	0	0	0
The school helps my child to have a healthy lifestyle	10	63	6	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	63	4	25	0	0	0	0
The school meets my child's particular needs	15	94	1	6	0	0	0	0
The school deals effectively with unacceptable behaviour	10	63	3	19	0	0	0	0
The school takes account of my suggestions and concerns	14	88	2	13	0	0	0	0
The school is led and managed effectively	9	56	7	44	0	0	0	0
Overall, I am happy with my child's experience at this school	14	88	2	13	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



5 November 2010

Dear Pupils

Inspection of Paces High Green School for Conductive Education, Sheffield S35 3HY

Thank you for your help during the inspection of the school on 3 and 4 November. We enjoyed listening to you and learning about your school. This is what we found out.

- Paces High Green is a good school because it is helping you to make good progress in your work. The headteacher and staff are leading the school well and the quality of teaching and the curriculum are good.
- You work very hard in lessons to improve your movement and communication. Teachers know you well and are very skilled in helping you to join in with the class by planning interesting activities that help you to learn.
- Your high take-up of school meals and regular involvement in dance, sport and daily movement tasks make an excellent contribution to your health and fitness.

To make your school even better we have asked the headteacher and the governing body to do the following.

- Put formal arrangements in place to share information about how well the children in the Early Years Foundation Stage are improving and share it with the settings they attend for part of the week.
- Make sure the school checks all aspects of its work to improve further.
- Make a plan to show how the school intends to promote links with the wider community.
- Share more widely the good and excellent practice taking place in school to keep a check on your performance in developing your communication and wider skills.

Good luck in your studies and thank you once again for your help.

Yours sincerely,

Ms Gina White

Her Majesty's Inspector

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