

# The Galsworthy School

## Inspection report

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<b>Unique Reference Number</b>	134813
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	381747
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	Andrew Johnson HMI

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	54
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Noreen Fraser
<b>Headteacher</b>	Peter Leivers
<b>Date of previous school inspection</b>	2 March 2009
<b>School address</b>	Galsworthy Road South Shields NE34 9UG
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## Introduction

Inspection team

Andrew Johnson  
Kate Pringle

Her Majesty's Inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors spent approximately eight hours observing teaching, which included visits to fourteen lessons and observations of eight of the ten teachers. In addition, they held discussions with the Chair of the Governing Body, groups of students and staff. Inspectors scrutinised a range of documentation, including those related to self-evaluation, development planning, reports to governors and external consultants' reports. They looked at assessment data and documents relating to safeguarding. They examined samples of students' work in English and mathematics. Inspectors evaluated questionnaire responses from 3 parents, 21 pupils and 18 staff. There were no responses to the on-line questionnaire (Parent view).

## Information about the school

Galsworthy School is a small special school which makes provision for students with behavioural, emotional and social difficulties. Most students enter the school in Years 9, 10 or 11 and most have spent time in a pupil referral unit. All but seven of the students have a statement of special educational needs and the rest are undergoing statutory assessment. The school believes that several of the older students have conduct disorder. Around half of the students have been diagnosed as having Attention Deficit Hyperactivity Disorder (ADHD). Government floor standards were not met last year. The school serves the whole of South Tyneside. There are many more boys than girls on roll. Four children are designated as being looked after and the vast majority of students are of White British heritage. The proportion of students known to be eligible for free school meals is higher than average. The school has gained many awards including Healthy School status, Sports Mark and Investors in People. It will move into purpose-built premises in January 2013. The headteacher was absent due to sickness at the time of the inspection.

**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

<b>Overall Effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>4</b>
<b>Leadership and management</b>	<b>4</b>

## Key Findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement. It does not provide a satisfactory level of education because achievement, behaviour, attendance and leadership are inadequate.
- Students’ achievement is inadequate, despite the best intentions and extremely hard work of staff. Many students join Galsworthy in Key Stage 4 with low levels of attainment but with the academic potential to make good progress. They do not close the gap with their peers and attainment at the end of Year 11 remains very low. In the last three years, only one student has gained a GCSE grade C in mathematics and none have attained the equivalent grade in English.
- Attendance is extremely low. Most students join with a long history of poor attendance. Around two-thirds improve, but for most this is too little, too late. Four out of five students are persistently absent. The behaviour of many students is inadequate; there are too many recorded incidents of verbal abuse and physical assault. Even in the context of a school that specialises in educating students with emotional and behavioural difficulties, this is unacceptable. The social, moral, spiritual and cultural development of students is inadequate.
- The quality of teaching observed during the inspection was broadly satisfactory. Most students made satisfactory progress in the lessons observed, but attendance was low. In the best lessons learning activities were challenging. However, in the weaker lessons tasks set by teachers focused on keeping students busy to prevent misbehaviour, rather than promoting the development of skills, knowledge and understanding. Many students join the school with weak literacy skills: a few improve their ability in reading, but for the majority there is little evidence that they make the necessary strides to catch up.

- Leadership is inadequate. Leaders and managers have not taken steps to ensure that the inadequate curriculum improves. The school's own self-evaluation is inaccurate because it places too much emphasis on measuring the hard work of staff rather than evaluating the impact this has on learning. The analysis of data to measure achievement is inadequate and the school does not set targets in its development plan that are linked to improvement in achievement. In addition, links with parents and carers are ineffective in improving achievement. Governors and other leaders express their exasperation at the challenges they face, many of which they ascribe to external circumstances beyond their control. Based on its track record, the school does not demonstrate the capacity to improve and it fails to promote equality of opportunity.

## **What does the school need to do to improve further?**

- Improve attendance by:
  - ensuring that the rewards for good attendance closely match students' interests and so are really valued by them
  - increasing the range of good quality alternative provision available and opportunities for education other than at the main site to engage more students in learning
  - establishing better partnerships with parents and carers before students join the school to ensure attendance targets are agreed
  - ensuring students, parents and carers are fully aware of the consequences of persistent absence and when targets are not met robust action is taken
  - enhancing extra-curricular activities so that they become an entitlement for all, rather than a reward for a minority.
- Improve the quality of teaching so that is consistently good in order to raise achievement, especially in English and mathematics by:
  - making targets for individual students more challenging and applying them in all subjects and lessons
  - developing the role of the subject leaders to ensure that literacy and numeracy are monitored, supported and promoted across all areas of the curriculum
  - extending the use of information and communication technology and independent learning so that students are more able to learn in situations outside traditional classroom settings
  - introducing a phonics-based approach to teaching literacy as soon as possible.
- Improve behaviour by:
  - ensuring that literacy and numeracy difficulties do not cause students to become frustrated and misbehave in lessons
  - establishing better transition arrangements with mainstream schools and the pupil referral unit, to ensure expectations of behaviour are known and previously successful strategies for support are in place
  - ensuring staff use the process of statutory assessment of special educational needs more effectively to gain advice on how extreme behaviour can be managed and prevented.
- Improve leadership by:
  - ensuring plans and self-evaluation documents always contain measurable targets and strategies to raise achievement for groups and individuals

- ensuring that a simple and effective tracking system is put in place to monitor and improve academic achievement
- establishing a mission for the school that is clear to all leaders and matches that of the behaviour and improvement partnership.

## **Main Report**

### **Achievement of pupils**

Pupils' achievement is inadequate. There are wide gaps in attainment and progress between different groups of students that are barely closing and in some cases are widening. Inspectors observed the students who do attend lessons making broadly satisfactory progress, although there was significant variation between groups and subjects. Due to broadly satisfactory teaching, and given that there is not yet enough good or better teaching, there is little evidence that students' learning and progress will improve. In addition, the continuing issues of low attendance and poor behaviour have a very detrimental impact on learning. The school predicts better results in 2012 in GCSE mathematics, where an improved monitoring system has been introduced. In other GCSE subjects, numbers entered for examinations are lower and attainment is also low. Few vocational qualifications are offered or achieved. Although changes were made to the use of assessment information last year, data are still not being used to set sufficiently challenging targets or analyse the performance of groups or subjects.

Students arrive at Galsworthy with low or very low attainment in English and mathematics. This is usually because their education has been disrupted often up to and including Key Stage 3. Leaders told inspectors that the vast majority of students, despite their statements of special educational needs, have the academic capability to make good progress. Students' confidence and self-esteem are often low and they have been persistently absent from school. During their time at Galsworthy, too few students make good progress and narrow the gap between the levels they reach and those their peers attain nationally in English and mathematics. Last year, a few made better progress in science and as a result attainment rose. The progress of the smaller number of girls is also inadequate. Last year only one student gained a vocational qualification equivalent to a GCSE pass. Few students attained information and communication technology (ICT) qualifications at the appropriate level.

Students' reading ages are tested when they start at the school. Previous assessments in literacy and mathematics are also recorded, although sometimes records from previous schools are not available, incomplete or not used by teachers to plan lessons. Students' progress in literacy is inadequate. Staff told inspectors that the school plans to introduce a phonics-based approach to teaching literacy. The planned curriculum is inadequate as there are too few links between subjects to promote literacy and numeracy successfully. Teaching assistants predominantly concentrate on keeping students on task and responding to incidents of poor behaviour rather than promoting their progress in literacy. Only three parents or carers responded to the inspection questionnaire; they were satisfied with levels of progress.

### **Quality of teaching**

The quality of teaching varies widely but is satisfactory overall. Much of the impact of teaching is adversely affected by students' poor attendance and behaviour. In the lessons

observed, most students made satisfactory progress, but this is not good enough to enable them to make up for previous underachievement. There is some good teaching, typified in lessons where learning activities engage and motivate students. For example, in an English lesson students discussed the symbolism of the colour red within a novel; in physical education they enjoyed learning how to assemble a bow and practising archery skills; and in science they heated limestone to investigate its chemical structure. In these lessons, a wide range of questioning tested and extended students' understanding. Teachers have good subject knowledge and use this well to bring learning alive and extend students' understanding. Students listen intently and develop the confidence to contribute to discussions.

However, in other lessons students were given tasks that were too easy and lacking in challenge, simply to keep them busy. Lesson planning varies in its effectiveness. In the less effective lessons, plans record what teachers will do rather than what students will learn. Targets in plans are sometimes too broad or generic and not underpinned by high expectations or based upon assessment of students' individual learning needs. For example, despite the wide variation in reading ages of students within the same class, on occasions little adaptation of written material was observed and the expectations of students were the same whatever their needs. Electronic whiteboards are sometimes used to good effect and occasionally students are given the opportunity to carry out research on computers. However, the use of technology and independent learning is not well developed. Students' social, moral and cultural understanding is not sufficiently well developed by teaching.

The standard of work in exercise books varies widely but is satisfactory overall. Teachers have different expectations with regard to the presentation of work. Marking takes place regularly and comments are designed to reinforce confidence and be as helpful as possible. However, written comments do not always make it plain what students need to do to improve. Homework is very limited in quality and quantity and students do very little work at home. There is little evidence of parents or carers being involved in their children's learning or what views they have on the quality of teaching.

## **Behaviour and safety of pupils**

Attendance levels are very low and behaviour and safety are inadequate. For some students attendance improves a little but for a significant minority it does not, and for some it gets worse. Inspectors visited two lessons where attendance was zero and several where it was low. The local authority has provided increased support and staff work very hard, but attendance shows little sign of consistent improvement.

Students' lack of engagement and persistent low-level disruption often contribute to limited progress in the classroom. A significant minority of students show a lack of respect and intolerance for each other and staff. The poor behaviour and lack of self-discipline is handled in a safe way by staff. However, behaviour management tends to be more successful at reacting to and defusing poor behaviour than at preventing its reoccurrence. Students do not always value the rewards they receive for good behaviour or attendance. The number of fixed-term exclusions has been reduced in the last three years but the frequency and seriousness of poor behaviour is a major area for improvement, even taking into account the nature of students' special educational needs or disabilities, and particularly their emotional and behavioural difficulties.

The majority of students who returned the questionnaires or spoke to inspectors said they felt safe in school and that bullying was not a concern. However, a significant number of students did say that behaviour could be much better. The very small number of parents or carers who returned questionnaires expressed no concerns about children's safety. Records of poor behaviour are kept meticulously. Bullying is rare but there are many examples of students using verbal abuse to each other and staff.

Staff are highly committed to caring for, guiding and supporting students. Students are given good careers advice and offered transition support when they leave school that ensures they usually have a place in further education or training. A small number of off-site placements are available to students and policies and procedures to monitor attendance at these and to ensure students' safety are in place.

## **Leadership and management**

There is absolutely no lack of commitment or effort from the senior leadership team and the Chair of the Governing Body in seeking to improve the school. However, the capacity for improvement is inadequate because the school's track record shows leaders have been ineffective in securing essential improvements and they have failed to promote equality of opportunity. The 2011-12 action plan, which has yet to be finalised or formally approved by governors, lacks any reference to improving achievement. The previous year's report did not set targets in relation to the achievement of groups or subjects. The self-evaluation of the school's work is over-optimistic because it focuses too heavily upon the support staff provide rather than the impact this has on students' achievement. External advisors have pointed out key aspects for improvement in crucial areas of the school's work but have been to accepting of the school's over-generous and inaccurate evaluation of its work. The strategies for engaging parents and carers have not been successful and most have not been supported by the school to enhance their children's learning. Procedures for safeguarding meet current government regulations. The governing body ensures appropriate policies and procedures are in place in relation to health, safety and the promotion of equality.

Lesson observations are undertaken by senior leaders. However, the quality of learning in lessons is not given sufficient weight. Evaluation is based too heavily upon what teachers do and whether students are prevented from misbehaving rather than the development of students' skills, knowledge and understanding. As a result, the advice given to teachers does not promote consistently good teaching. Professional development opportunities do not focus enough on improving learning.

The role of subject leaders in managing and planning the curriculum is underdeveloped, particularly in ensuring that students' literacy and numeracy needs are met. The curriculum is inadequate because there are too few alternative vocational placements offered to students, who in the main arrive at the school having refused to engage with a mainstream academic education. Students' personal development is promoted through a variety of visits and trips, including their involvement in the Duke of Edinburgh Award Scheme and a citizenship programme. The students that take part benefit; for example, a few spoke enthusiastically about a recent basketball tournament and a skiing trip. However, overall students' social, moral, cultural and spiritual development is inadequate.

Leaders to whom inspectors spoke said they were uncertain about what more they could do to improve key aspects of the school's work. They believe that many weaknesses identified during the inspection are a result of factors that are beyond their control, such as the



decision to refer particular individuals to the school so late in their school career. The mission of the school lacks clarity and reflects that of a pupil referral unit rather than a special school.

## 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](http://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.
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 Galsworthy School, South Shields, NE34 9UG**

Thank you for the welcome you gave to inspectors when we inspected your school recently. Thanks go especially to the students who shared their views with us. The inspectors judged that the school has a long way to go before it can make sure you are all learning well enough. Consequently, it requires special measures. This means that the senior leadership team and other staff will be asked to improve things and inspectors will return at regular intervals to check the school is making the required progress. The main areas for improvement are:

- making sure that students make better progress in lessons and leave the school with the qualifications and grades of which they are capable
- improving the poor attendance of the many students who are persistently absent
- giving more support to students to help them develop and maintain better behaviour
- giving more support to students who need help in developing their reading and writing
- making the leadership and management of the school more effective, so that it is clear what is going well and clear targets are set for improvement
- making sure that all governors, leaders and staff, as well as the school's partners have a shared vision of what the school is trying to achieve.

The staff at your school work very hard and this is yet more for them to do. You can all do a great deal to help, particularly by attending more often and behaving better.

I wish you all the very best for the future.

Yours sincerely

Andrew Johnson  
Her Majesty's Inspector

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