

St Anne's Community Special School

Inspection report

Unique Reference Number	118145
Local Authority	East Riding of Yorkshire
Inspection number	358271
Inspection dates	9 – 10 June 2011
Reporting inspector	Rosemary Eaton

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.
The inspection of social care was carried out under the Care Standards Act 2000.

Type of school	Special
School category	Community special
Age range of pupils	3 – 16
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Mark Lingard
Headteacher	Lesley Davis
Date of previous school inspection	31 October 2007
School address	St Helen's Drive Welton Brough HU15 1NR
Telephone number	01482 667379
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Boarding provision	St Anne's Community Special School
Social care Unique Reference Number	SC056736
Social care inspector	Lynne Busby

Age group	3 – 16
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Introduction

This pilot inspection was carried out by two additional inspectors. The inspectors observed approximately seven hours of teaching involving ten teachers and held meetings with groups of pupils, the Chair of the Governing Body and staff. They listened to four pupils read, observed the school's work, and looked at documents including records of incidents involving pupils, assessments of pupils' progress and the school's plans for its development. The 20 questionnaires returned by parents and carers were read and analysed. A social care inspector inspected the boarding provision.

Information about the school

This is a school for pupils with severe or profound and multiple learning difficulties. All pupils have a statement of special educational needs. Eight pupils have profound and multiple learning difficulties and 24 have autistic spectrum disorders. Twenty-one pupils demonstrate challenging behaviour some of which is particularly extreme and violent. Seven pupils are looked after by the local authority. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are of White British heritage. More pupils than average join the school at other than the usual times for starting their education. The school has attached boarding provision for pupils over the age of five. The residence is open for seven days each week for 48 weeks of the year. Currently 61% of eligible pupils access the boarding provision for part of the week. There have been significant staff changes since the previous inspection. The headteacher was appointed in May 2011 after being acting headteacher for two years. A teacher is performing in an acting capacity the role of assistant headteacher.

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	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	2
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

- Pupils at this good school say they enjoy all manner of activities, from writing or tackling jigsaw puzzles to working in the fruit and vegetable shop. They particularly appreciate the way in which adults in school look after them and help them to feel safe, and they like their friends.
- The boarding provision is outstanding overall particularly in the ways in which it promotes equality and diversity and organises health care arrangements.
- Despite the long period of temporary leadership, the school has continued to move forward. The headteacher has made sure that the focus on learning is strong and consistent throughout all aspects of the school's work. A number of important developments have taken place, such as the increased emphasis on checking that all groups of pupils have equal opportunities to learn and enjoy school. Senior leaders now use the available assessment information to analyse the progress made by different groups of pupils. This work enabled leaders to pinpoint shortcomings in assessment systems and to introduce new methods of recording pupils' progress.
- Pupils' good achievement is evident in the progress they make across a wide range of aspects of learning. As a result, all pupils leave school with accreditation which may include, for example, the Transition Challenge award.
- Steps taken by leaders to strengthen the arrangements for monitoring and developing teaching have led directly to improvements. This is seen particularly in the way lessons are now usually adapted well to meet the differing needs of pupils. Teaching is consistently good and occasionally outstanding.
- Behaviour in lessons and around the school is good. Pupils frequently work together cooperatively. The school's systems for improving the behaviour of individuals are effective and have had a clear impact on creating a calm and happy environment for learning.

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What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
 - ensuring that tasks for all pupils consistently challenge them to work at the highest levels of which they are capable
 - developing ways of enabling pupils to contribute to evaluations of their own learning.

- Make full use of assessments of pupils' progress by:
 - embedding the recently-introduced systems for measuring and tracking progress more accurately and regularly
 - involving more staff in analysing assessment information and planning ways forward.

Main report

Pupils demonstrate clearly that they are keen to learn. They mostly respond enthusiastically during lessons, especially when they are involved in practical activities. Learning slows down and motivation is dampened when, very occasionally, pupils are expected to wait for too long, for example, to handle a resource or to be asked a question. Pupils often support each other's learning, watching and listening carefully as one of their classmates expresses a point of view. There are outbursts, for example, when a pupil is unable to control an impulse to drop to the floor or attempt to leave the classroom. However, because they are enjoying learning, other pupils seldom allow themselves to be distracted and so learning is not disrupted. Pupils enjoyment together with adults' enthusiastic and supportive approach mean that they are prepared to try hard and to persevere with tasks they find difficult. During a food technology lesson, one pupil painstakingly weighed ingredients. Prompted by questions such as, 'Is there too much or too little?' In response the pupil gradually removed or added tiny quantities of flour until the amount was exactly right.

Learning gets off to a rapid start in the Early Years Foundation Stage, because children settle quickly into the happy and vibrant learning environment. They benefit from the extremely skilful and consistent way in which staff encourage children to communicate in the ways that suit them best. As a result, children make particularly good progress in the area of communication, language and literacy. Personal, social and emotional development is another strong area because, for instance, well-established daily routines help children to develop their confidence and independence.

Because learning and progress are good, pupils' achievement is good despite their below-average attainment. Pupils' special educational needs and/or disabilities result in some variations in progress. For example, those with autistic spectrum disorders are typically slower than others in learning to communicate. Now that leaders' analysis of assessment information has revealed this, programmes to develop communication skills have been reinvigorated, including through very close liaison with speech and language therapists, helping to narrow the gap for this group of pupils. Assessments indicate that the small number of looked-after children often make particularly good

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progress. Throughout the school, pupils make good progress in learning to read, because teachers' approaches are flexible. Those who are working at lower levels learn by the age of six to link objects to pictures or symbols and are encouraged to take an interest in books. By the time they leave school, higher-attaining pupils use their literacy skills at a functional level, for example, to read and complete forms as part of the 'Workright' accredited course. Their numeracy skills enable pupils to take part in running successful enterprises, such as buying and selling fruit and vegetables. Activities such as this and work experience in school or with employers, including a large supermarket, help to prepare pupils for the next stage in their education and their future lives.

Pupils who can speak say that other pupils are kind and friendly and that staff keep them safe. Those who communicate in other ways indicate their contentment by the eagerness with which they greet staff and their friends at the start of each day and by their readiness to play a full part in activities during lessons and at breaks. Nevertheless, owing to their special educational needs and/or disabilities, a minority of pupils finds it hard to control their emotions and impulses, so incidents of volatile behaviour are not unusual. These very seldom constitute bullying although some pupils are capable of directing their aggression towards particular pupils or staff.

Most parents who responded to the questionnaire have no worries about behaviour or how the school manages this but a very small number did express concerns. The school records incidents, no matter how minor, meticulously and all are followed up quickly. Very close working with parents and carers and agencies such as the educational psychologist helps the school to establish individual approaches to managing and improving the behaviour of particular pupils. Additionally, staff training has been enhanced in recent years so that they are more skilled in techniques for defusing potentially difficult situations. Not all staff have been trained in an approved method of physical restraint but a rolling programme is in place to attend to this. Records show clearly that the frequency and intensity of behavioural incidents have reduced significantly across the school as individuals respond very well to the school's approaches.

Pupils are helped to become more aware of their own strengths and weaknesses, and this supports their spiritual development. For example, at the start of the day they consider their emotions and how ready they are to learn. This is a useful signal to staff who are now encouraging pupils to use the 'mood board' spontaneously to indicate that they are feeling upset or angry. Moral development is enhanced as pupils are taught to respect other people and the environment. For example, the school has helped to develop a course to enable pupils in Key Stages 3 and 4 to get involved in activities such as recycling. Its active link with a school in India enables pupils to join Indian children and their teachers in traditional dances and customs, making a strong contribution to cultural development.

Teachers choose resources and activities well in order to motivate pupils and meet their needs. For example, lessons for pupils with profound and multiple learning difficulties include a range of sensory opportunities in order to stimulate responses and

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encourage pupils to be as involved as possible. Teachers ensure that the expertise of teaching assistants is utilised well by guiding them as to their role in the lesson, for example, directing them to work with pupils needing additional help with learning or to manage their behaviour. Working relationships between staff and pupils are very positive, underpinning pupils' learning and good behaviour. Pupils are confident to tackle new work because they know that their efforts are appreciated.

Leaders have introduced a new system for planning lessons which has at its heart the levels at which each pupil is working. By bringing these to the fore, teachers are prompted strongly to identify how differing needs are to be met and in most instances this is successful. Tasks and resources are frequently adapted so all pupils are challenged to reach the highest level they can. Occasionally, work is the same for all pupils. In these instances, some pupils have to rely too much on adult help and others complete the task quickly and do not reach the level of which they are capable. Some teachers have developed useful approaches to monitoring the learning of all pupils in the class. For example, one mathematics lesson ended with 'show and tell' where teaching assistants encouraged each pupil in turn to demonstrate what they had learned, pointing out significant steps forward. This also enabled pupils to play a part in evaluating their own learning. Some have recently been encouraged to set their own learning targets, but they are not sufficiently involved in reviewing their progress towards these.

The high expectations of the headteacher, who is strongly supported by the acting assistant headteacher, have been clearly communicated to staff. As a result, all are very keen to improve their own practice and to provide as well as possible for each pupil. Self-evaluation is accurate and leads directly to planning actions that are prioritised according to their intended impact on pupils' learning and behaviour. Teaching has improved, because its monitoring is more systematic and the resulting whole-school training and individual support are closely targeted and effective. New systems have been introduced to measure and track pupils' progress more accurately and enable speedier interventions when pupils are making slower progress than expected or greater challenge when progress is faster. This change is very new and has not had time to produce the detailed information leaders are demanding. Currently, only the senior leaders analyse assessment information and middle leaders are less involved in planning ways to tackle weaknesses that emerge. Leaders have put arrangements in place to ensure that all pupils have equal opportunities. As a result, for example, pupils with profound and multiple learning difficulties are now included in visits to mainstream schools, so that their social development and learning are enhanced. Current safeguarding requirements are met. The governing body contributes increasingly strongly to school life and, though very supportive, is quick to seek justification for actions planned by leaders. Its members have helped the school to improve, for example, by helping to monitor pupils' behaviour, and add to its clear capacity to continue to move forward.

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Boarding Provision

The boarding provision is outstanding. The school meets the majority of the national minimum standards with some minor shortfalls, which do not impact on the outcomes for children.

The promotion of equality and diversity is outstanding. The school's approach values the diverse needs of children and celebrates difference. The children participate in a range of activities within the wider community, which promotes inclusion. Staff demonstrate a high level of motivation and enthusiasm for ensuring that all children are able to enjoy activities that broaden their experiences.

The health care arrangements at the residence are excellent. The staff work in partnership with parents and carers to ensure the children's health needs are fully met. The multi-disciplinary team that includes the community nurse, physiotherapist, and speech and language therapists meets regularly with staff from the residence. This ensures that there is good communication across the services to meet the children's diverse assessed needs. Staff administer medication in a very sensitive way, listening to children's views and ensuring privacy is respected. Improvements have been made since the last inspection on recording systems. Medication is stored, administered and disposed of through an accountable and robust system.

Children are provided with healthy meals and are offered a choice, which meets their cultural, religious and dietary needs. Children confirm they enjoy their meals. Staff support children at meal times and encourage them to make healthy choices. Older children are given opportunities to prepare their own meals, optimising their independence and promoting life-skills.

Children's welfare is fully safeguarded because the school has robust child protection policies and procedures. There is close liaison with the local authority child protection coordinator who supports and advises the school's designated officers. Staff are knowledgeable and well trained in safeguarding children. Policies for dealing with and eliminating bullying, preventing absences and dealing with complaints are clear. However, the complaints recordings are brief. They do not fully outline the action taken and outcome and so do not provide in-depth records. The recommendation at the last inspection regarding the monitoring of complaints has been completed. Checks are carried out before staff are employed. This includes Criminal Record Bureau checks and two references with verbal verification. However, contact by the school is not always made with each previous employer where an applicant has worked with children or vulnerable adults, to check the reason the employment ended. Therefore, not providing a fully robust system.

There is a whole-school approach to behaviour management. Training has provided staff with a range of techniques to manage children's behaviours. This has had a positive impact, as the use of physical intervention and sanctions is minimal within the residence. Behaviour management plans are shared with parents and carers who say

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they find this useful as they can use the same strategies to provide consistency between home and school.

There is good communication between school and residence, although this could be improved, particularly when children have been unsettled in either of the settings. The staff are knowledgeable about the children's education targets and achievements. Parents and carers say they are well informed about their child's education and care progress.

The care, guidance and support that children need are set out in individual case records. These are comprehensive and updated regularly. The plans contain detailed information about the children's routines to ensure that care is provided in a sensitive way. There are good risk assessments and plans, which support children's safety and welfare. The children are happy and content in residence and enjoy their time there. They benefit from positive relationships with staff. Children's individual communication preferences are known to staff who give opportunities for them to be fully involved and their views and opinions are always taken into account.

The premises are well maintained. The rooms are bright and colourful which provides a child-friendly environment. There is a range of equipment, to assist in the safe movement and transfer of children with physical disabilities. All high handle doors have been removed following a recommendation made at the last inspection. The grounds offer a variety of space including a sensory garden and outdoor play equipment.

Children benefit from being looked after by a competent staff team, who have a broad range of skills and experience. The staff are enthusiastic and well motivated and are highly regarded by parents and carers for their dedication. Staff demonstrate professionalism and are extremely child-focused in their practice. There is sufficient staff on duty at any one time, to ensure children's needs can be met. The staff rota clearly identifies who is on duty and senior management are on call for support.

Staff have a thorough induction and very extensive support through regular supervision, training and annual appraisals. The recommendation on supervision has been met from the last inspection. Staff are well trained and have opportunities to complete further training, which is identified to ensure specific needs are met. The residence is very well managed. The manager is well qualified and experienced. The manager and staff have worked hard to develop excellent well-organised systems, which are followed in practice by staff to support children in their day-to-day care. Records are excellent, particularly children's files, which are easy to navigate for all information.

The management team have changed the monitoring systems, which now include a safeguarding sub-committee, which reviews child protection concerns, bullying and behaviour. Therefore, any trends and patterns are tackled, which is excellent practice. A governor also visits the residence once every half term and produces a report. However, the focus of this is on health and safety and the physical conditions of the

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building. These are reported well but the report does not include evidence that sanctions, physical interventions and complaints have been reviewed or records of opportunities for children and staff to meet with the visitor. There is now space for children and staff to meet the visitor in private, this is a recommendation from the previous inspection.

National minimum standards (NMS) to be met to improve social care

- Ensure the written record of complaints includes action taken and the outcome (NMS 4.3).
- Ensure the system for recruiting staff includes contact by the school, where possible, with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended (NMS 27.2).
- Ensure the person appointed to visit the school includes checks on the records for sanctions and complaints and provides opportunities for staff and children to meet with them (in private if they wish) (NMS 33.3).

The effectiveness of the boarding provision	1
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Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Anne’s Community Special School 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 12 statements about the school.

The inspection team inspector received 21 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	15	71	5	24	0	0	0	0
Q2 My child feels safe at school	12	57	5	24	2	10	0	0
Q3 The school helps my child to achieve as well as they can	14	67	5	24	0	0	2	10
Q4 The school meets my child’s particular needs	13	62	3	14	4	19	0	0
Q5 The school ensures my child is well looked after	13	62	4	19	1	5	2	10
Q6 Teaching at this school is good	15	71	3	14	3	14	0	0
Q7 There is a good standard of behaviour at this school	13	62	5	24	0	0	2	10
Q8 Lessons are not disrupted by bad behaviour	9	43	7	33	1	5	2	10
Q9 The school deals with any cases of bullying well	12	57	4	19	2	10	1	5
Q10 The school helps me to support my child’s learning	15	71	2	10	4	19	0	0
Q11 The school responds to my concerns and keeps me well informed	15	71	3	14	2	10	1	5
Q12 The school is well led and managed	16	76	2	10	3	14	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



13 June 2011

Dear Pupils

Inspection of St Anne's Community Special School, Welton, HU15 1NR

Thank you for being so friendly and helpful when the inspectors visited your school. We enjoyed our short time with you. We decided that it is a good school. Here are some of the best things about it.

- You make good progress in your learning. The oldest pupils get lots of certificates to show what they have learned.
- You have good teaching.
- You behave well and you feel safe in school.
- You told us that you like your school, have lots of friends, and that the adults look after you.
- The boarding provision (the hostel) is outstanding.
- Your headteacher and other leaders make sure the school keeps improving.

To help, we have asked them to do two things.

- Make sure your lessons are just hard enough for everyone.
- Let you help the teachers know how well you have learned.

We hope that you will keep working hard and having fun.

Yours sincerely

Rosemary Eaton
Lead inspector

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