

# St John's School (Brighton)

## Inspection report

---

<b>Unique Reference Number</b>	114677
<b>Local Authority</b>	Brighton and Hove
<b>Inspection number</b>	378903
<b>Inspection dates</b>	16–17 November 2011
<b>Reporting inspector</b>	Anne Duffy HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The inspection of social care was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

---

<b>Type of school</b>	Special
<b>School category</b>	Non-maintained special
<b>Age range of students</b>	7–19
<b>Gender of students</b>	Mixed
Gender of students in the sixth form	Mixed
<b>Number of students on the school roll</b>	38
Of which, number on roll in the sixth form	23
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Stewart
<b>Principal</b>	Mark Hughes
<b>Date of previous school inspection</b>	12 November 2008
<b>School address</b>	Firle Road Seaford East Sussex BN25 2HU
<b>Telephone number</b>	01323 872940
<b>Email address</b>	admin@st-johns.co.uk

---

<b>Boarding provision</b>	St John's School
<b>Social care Unique Reference Number</b>	SC050107
<b>Social care inspector</b>	Liz Driver

---

<b>Age group</b>	<b>7-19</b>
<b>Inspection date(s)</b>	<b>16–17 November 2011</b>
<b>Inspection number</b>	<b>378903</b>

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one social care inspector. They observed six lessons or parts of lessons and six teachers, instructors or therapists leading lessons, as well as activities in the residential houses. Inspectors also held meetings with staff, two parent governors and with students. They observed the school's work, and looked at documentation and policies, including the school's tracking of students' progress, the school improvement plan and arrangements for residential care. They also studied student and staff questionnaires and the five questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by students across the school and whether there are any variations between groups or key stages.
- The consistency with which teaching and assessment are used to promote effective learning.
- The impact of the school's changes in leadership and recent curriculum initiatives.
- The effectiveness of the school's residential care provision and for ensuring that students are fully safeguarded across the different houses and sites.

## Information about the school

St John's School forms part of a registered charity which provides a college, school and residential accommodation on separate sites. It caters for students who have complex learning disabilities including behavioural, emotional, social and communication difficulties and autistic spectrum condition. All students attending the school have statements of special educational needs and approximately half are residential. Boys outnumber girls at a ratio of approximately four to one. At the time of the inspection there were no pupils in Key Stage 2.

The principal, who is also the chief executive of the charity, took up post in 2010. Following a review, the management of the school and college merged in August 2011 and the two governing bodies have recently been combined to form one. Since the last inspection there have been significant changes in staffing, particularly among middle and senior leaders.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St John's School is a satisfactory school which makes satisfactory provision for its residential students. It has undergone significant changes since its last inspection and all involved are ambitious for its continuing improvement. The strong focus on involving the students in this improvement means that they are as keen as the staff to ensure that they get as much out of school life as they can. As a result, the contribution that they make to school and community life is outstanding. They greatly appreciate the good support and guidance that they receive and the opportunities that are provided for them to develop their skills both in and out of the classroom. As one student said, 'This isn't actually a "school" school'.

Overall, students' achievement is satisfactory. The school has a strong focus upon improving behaviour and addressing the social, emotional and communication needs of its students, with evident impact. Outcomes for boarders are good. Recently, a new tracking system has been introduced to ensure that sufficiently challenging targets are being set for students' academic progress. However, the school's focus on academic achievement has not been as strong as for other aspects of the students' development and analysis of their attainment and progress is not yet rigorous enough. Students themselves are not all clear about what levels they are working at or how they can improve. They do not always receive clear enough information to help them with this. However, significant improvements in the curriculum, including the renewed focus on work-related opportunities and accredited courses, is helping both staff and students to be clearer about long-term aims.

The monitoring of teaching has raised expectations. While rightly focusing on effective behaviour management and matching activities to different students or groups of students, it has been less focused on the impact of these aspects on students' learning and progress. As a result, although they make satisfactory progress overall, some students are not helped to achieve of their best. This is due in part to planning which focuses upon activities, and what the students will do, rather than being based on secure, ongoing assessment and what students need to learn.

The school currently has satisfactory capacity to improve further. The newly formed governing body has yet to meet and some duties and responsibilities have not yet been allocated. Despite the efforts of one or two, the involvement of governors is currently very limited and some processes are not being monitored rigorously enough. As a result, governance is inadequate. Nevertheless, school leaders are accurate in the evaluation of the school's work, and procedures for ensuring 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

safety and well-being of its students and residents are secure. The school meets fully all but six of the National Minimum Standards for residential special schools.

Up to 40% of the 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?**

- Ensure that, in meeting the complex needs of students, the emphasis placed on communication, behaviour and social skills is matched with an equally strong focus on learning.
- Ensure that teaching is consistently based on secure ongoing assessment and focused on what students will learn rather than do.
- Ensure that all new initiatives are evaluated and used to inform future developments in a way that impacts directly upon student progress and that this is consistently tracked and measured.
- Ensure that the unmet National Minimum Standards are effectively addressed.
- Ensure that the new governing body takes swift action to fulfil all its statutory duties and holds the school properly to account.

**Outcomes for individuals and groups of students****3**

Overall, students make satisfactory progress in their learning; they make the most progress in their personal and social development. Students in the post-16 provision make satisfactory progress overall although they are now more able to achieve good levels of success through the broadened range of accreditation opportunities available to them. Individual attainment varies according to the starting point and ability of each student but, for some, academic achievement is particularly pleasing. For example, one parent wrote, 'My child has achieved more than we ever expected him to. He has progressed further up the academic ladder than anyone ever thought possible.'

The school has worked hard to put in place a more accurate method of tracking progress so that it can show that most students in Key Stages 3 to 4 are making the progress expected of them, with some making good or very good progress. Overall, though, their achievement is satisfactory. Increasingly careful analysis is allowing senior leaders to identify any gaps and raise expectations for groups or individuals who may be disadvantaged. Staff are aware of the particular needs of the girls as a minority group but there is no significant difference in their achievement. The school has had particular success with the growing number of students with autistic spectrum condition. Students make the most progress in lessons which move at a good pace and maintain their interest. When these are planned well, students are able to build upon earlier learning to extend their skills and knowledge. In one lesson, for example, a range of mathematical activities enabled all students to be involved in learning and make good progress because knowledge about the level of

**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

each one was translated into appropriate tasks with carefully targeted support. Students in a food technology lesson showed that they were becoming increasingly skilled at evaluating honestly their own and others' achievements, even to the point of judging that shop-bought gingerbread was better than their own.

Students benefit from being able to improve their social skills and take forward particular areas of interest through a very wide range of work-related opportunities and through enterprise schemes, such as the Seaford Timesavers (a student-run help desk) and a student-run bike maintenance service. The students' involvement in the school and their interaction in the wider community are substantial and highly valued and the school's commitment to seeking the views of its students has had exceptional impact. It was in response to student voice that the curriculum at Key Stage 4 and post-16 has been altered and there is no doubt that in school council meetings students feel very able to hold the principal and staff to account. Mutual respect between staff and students enables mature and reflective discussions to take place wherever possible so that students at every level are ambitious for their own and the school's improvement.

With the few exceptions that are explained by health needs, students attend regularly and their enjoyment is evident. Their spiritual, moral, social and cultural development is satisfactory overall. Students develop a strong sense of right and wrong but have identified for themselves that they could learn more about the lifestyles and beliefs of other cultures. Their growing awareness of people in the wider community is, however, exemplified by the student who works as a volunteer for a local project which supports young people who are lesbian, gay, bisexual or transgender. Supported by excellent relationships, students have confidence in all the staff who work with them. As a result, they feel secure in a range of situations and are increasingly willing to attempt new tasks without anxiety. Despite some frustrations, behaviour overall is satisfactory. Students are generally tolerant of one another and know who they could go to if they have a problem. Because aspects of healthy living, including issues of sexual health, are dealt with extremely sensitively, students are able to take these on effectively at a pace that suits them.

*These are the grades for students' outcomes*

<b>Students' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Students' attainment <sup>1</sup>	*
The quality of students' learning and their progress	3
The quality of learning for students with special educational needs and/or disabilities and their progress	3
<b>The extent to which students feel safe</b>	<b>2</b>

<sup>1</sup> 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 judgements about attainment in relation to expectations of the students' age.

**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

<b>Students' behaviour</b>	<b>3</b>
<b>The extent to which students adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which students contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which students develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Students' attendance <sup>1</sup>	3
<b>The extent of students' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Staff know pupils very well. Teachers are enthusiastic and lessons are characterised by good relationships between staff and pupils. Teaching assistants provide well-integrated support and often intervene skilfully to ensure that pupils' involvement in lessons is maintained effectively. Learner assessment profiles provide comprehensive information about each student, and the involvement of therapists and instructors to deliver, as well as to support, sessions, provides opportunities for all staff to learn from one another. Teachers plan interesting activities so that lessons generally move at a good pace and engage students well. There is sometimes an overemphasis on tasks that students are going to complete rather than the learning points and skills that they need to master. Day-to-day assessment, although used well in some subjects, is not consistent. This means that, in some lessons, an evaluation of students' learning in one lesson is not always used to inform the next. As a result, not all students are challenged in a way that ensures individual progress is as good as it can be.

The curriculum has been extensively reviewed and revised since the last inspection. It now provides a broader balance of subjects at Key Stage 3 and a much wider range of accreditation opportunities for students in Key Stage 4 and post 16. As a result it now reflects more accurately the range of students' learning needs and aspirations and is having an increasing impact upon students' achievement. The extensive range of activities in school and off site contributes very well to students' personal development and well-being.

There are good arrangements for the care, guidance and support of students. Transition for those joining the school is very well planned and careful preparation for those who are due to leave supports them extremely well. Good links with outside agencies, including health and social care and well as employers, mean that there is a wide range of support available for students and their families. The school has strong evidence to show that this has had a significant impact upon the future life-chances of many of its students.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
--------------------------------	----------

**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

Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets students' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

It is clear that all involved with the school are strongly ambitious for its future. As one member of staff said, 'If I only had one word in which to describe us I would say "together".' The principal and staff are committed to creating equality of opportunity and improving life-chances for its pupils. They have been successful in changing many students' attitudes to school but are not yet sufficiently challenging with regard to expectations of attainment and progress. Appropriate processes and systems for evaluating the work of the school have been put in place. However, until recently some key aspects had not been reviewed with sufficient rigour. Lack of governors' involvement has meant that the school's leaders have not been properly held to account. Arrangements for safeguarding are secure across the different departments and sites but governors' oversight of these is currently affected by the awaited change in governance for the school.

The school has been successful in establishing a strong and valued position in the local community. Links further afield are less established so that opportunities to introduce the students to other ways of life are more limited. Good use is made of partnerships to guide pupils and support their families as well as to provide a comprehensive range of work-related placements. Staff are aware of the difficulties faced by parents or carers who may live some distance away, and use a variety of means, including regular telephone calls, to keep them in touch. The school has good plans to increase the involvement of parents and carers in the future.

The principal and the senior leadership team have a clear vision for the school's future and have made a strong start in achieving it. All concerned recognise that there is more work to be done if this vision is to be fully realised.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>



**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

<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

Achievement for students in the post-16 provision is satisfactory overall. Staff support students very well so that they develop sensible attitudes and become increasingly independent. The good development of the students' social skills is evident in their behaviour around the school and in the local community. Teaching is satisfactory and in the best lessons students are able to demonstrate how well they are doing and what they have learnt. Curriculum provision is well planned across the two sites and students enjoy opportunities to take part in everyday activities such as shopping and cooking. When these activities are linked well to basic skills, they enhance students' learning and progress. For example, students were very clear that they need to be able to write, spell and read if they are to act as sports leaders or work in the charity's Café in the Crypt.

The overall leadership and management of the school include the leadership and management of post-16 provision. Post-16 students attend whichever site is considered to be appropriate to their needs and some have timetables which involve attendance at both sites on different days of the week. Increasingly good use is made of accredited courses to support and demonstrate students' achievements. They gain awards through a number of bodies which provide well-matched programmes and qualifications to develop independence and life skills. Students undertake many different types of work experience which help to prepare them for the next stage of their education. The very positive relationships help students to gain confidence so that they feel able to be assertive when making choices about their futures. One student said, 'I have accomplished so much, I am looking forward to the future.'

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

## Overall effectiveness of the residential experience

The overall effectiveness of the residential experience for students is satisfactory. Although there is much strong practice, there are six unmet standards to be

**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

addressed, some of which have an impact on the welfare of the students. Outcomes for residential students are good overall with good progress made in areas such as social skills, behaviour, communication and life skills. Staff respond well to the complex and vulnerable young people who present with a diverse range of challenging needs. Residential students enjoy meaningful experiences through a broad range of activities. These help them develop their talents, skills and interests. Students build up good relationships with staff who promote equality and fairness for all. Residential students have a very clear voice in the running of the school and staff encourage participation in groups such as the school council. No student is deemed unable to communicate. Students' health needs, including physical, emotional and psychological health, are competently assessed and met by a range of professionals located on site. There is much good work to support students' transition into adult life or the next stage of their education.

Residential students and their parents or carers are happy with the provision. One residential unit provides a good standard of accommodation. The other is of a satisfactory standard with appropriate plans in place to install new furniture and fittings. Both units meet students' residential needs. Catering arrangements are good with special dietary needs well catered for. Although it is not easy for some, students are able to forge new friendships and sustain contact with families and friends. There is a sufficient number of suitably qualified and experienced staff to match the health needs of residential students. Support provided includes pastoral and therapeutic input and is enhanced by good quality care planning. There are well-established links with health care services who provide guidance to staff in areas such as sexual, mental and emotional health. Students also have access to suitable medical professionals as needed. Policies are in place to cover all medical matters except for medical emergencies. Medication administration, and the recording of it, is not consistent.

Child protection and safeguarding procedures are generally of a good standard across the residential provision and students report that they feel safe. There is an effective safeguarding team consisting of experienced and fully-trained staff. Students who present with high levels of vulnerability and complexities are considered carefully by staff who ensure that they are not put at risk. When physical intervention is undertaken, staff follow safe procedures and seek alternatives to this when possible.

The move towards a new governing body has meant that governor involvement is not sufficiently strong. Although the trustees of the charity have taken on a safeguarding monitoring role, the governing body does not currently meet statutory requirements.

There are good links which ensure that the residential provision is an integral part of the school. Routines are established and monitored by the head of care, who is aware of the need to continually improve and develop the department. There is regular monitoring of the quality of care and students' concerns are always handled appropriately. Monitoring visits have been carried out, although not always every half

**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

term as recommended. Staff receive high quality training that is refreshed as needed. Clear records are maintained and capture the needs of students. Staff are supervised, but this has not been consistent over the last few months. An appropriate policy is in place for missing students, although it does not make reference to local Runaway and Missing from Home and Care (RMFHC) protocols. The residential staff team is experienced, sensitive and knowledgeable about the students' individual complex needs. The gender mix is not as balanced as it could be which does not always enable students to have a choice of which staff they would like to carry out intimate care needs.

**National Minimum Standards**

- The school has, and implements, appropriate policies for the care of children who are unwell. These include first aid, care of those with chronic conditions and disabilities, administration of medicines and dealing with medical emergencies. The provision of accommodation for children who are unwell has regard to any requirements set out in regulations relating to school premises. (3.6)
- The school ensures that: arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (as referenced in 'Residential Special Schools National Minimum Standards'). (11)
- The school's procedures are compatible with the local RMFHC protocols and procedures applicable to the area where the school is located. Where children placed out of authority go missing, the head of care follows the local RMFHC protocol, and complies with and makes staff aware of any other processes required by the placing authority. (15.7)
- The arrangements for deploying staff facilitate continuity of care for individual children, and maximise children's choices of staff members to provide their personal care, where appropriate. The school can demonstrate that, as far as is possible, children are able to choose who provides their personal care. (15.9)
- All staff have access to support and advice for their role. They also have regular supervision and formal annual appraisal of their performance. (19.6)
- Most monitoring visits are carried out unannounced. They include: checks on the school's records of attendance, complaints, sanctions, use of physical interventions, risk assessments, and where they exist, individual care plans for children; assessment of the physical condition of the building, furniture and equipment of the school; and opportunities for any child or member of staff who wishes to meet the visitor (in private if they wish). (20.2)

*These are the grades for the residential provision*

<b>Overall effectiveness of the residential experience</b>	<b>3</b>
Outcomes for residential students	2
Quality of residential provision and care	3
Residential students' safety	3

**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

Leadership and management of the residential provision

3

## Views of parents and carers

Although only a small minority of parents and carers responded to the questionnaire, these responses were overwhelmingly positive. No concerns were raised about the school's work. The findings of the inspection support the positive views of parents and carers with regard to the care, guidance and support which it provides in both school and residence.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at St John's 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 13 statements about the school.

The inspection team received five completed questionnaires by the end of the on-site inspection. In total, there are 38 students registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	2	40	1	20	0	0	0	0
The school keeps my child safe	3	60	0	0	0	0	0	0
The school informs me about my child's progress	2	40	1	20	0	0	0	0
My child is making enough progress at this school	1	20	2	40	0	0	0	0
The teaching is good at this school	2	40	1	20	0	0	0	0
The school helps me to support my child's learning	3	60	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	2	40	1	20	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)	2	40	1	20	0	0	0	0
The school meets my child's particular needs	2	40	1	20	0	0	0	0
The school deals effectively with unacceptable behaviour	3	60	0	0	0	0	0	0
The school takes account of my suggestions and concerns	2	40	1	20	0	0	0	0
The school is led and managed effectively	2	40	1	20	0	0	0	0
Overall, I am happy with my child's experience at this school	2	40	1	20	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 students' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its students well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its students.
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 students. 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and 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.

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 students' 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 students 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of students.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets students' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which students are learning in lessons and over longer periods of time. It is often measured by comparing the students' 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.**



18 November 2011

Dear Students

### **Inspection of St John's School, Seaford BN25 2HU**

Thank you for helping us to learn about your school. We really enjoyed our visit. It was good to meet so many of you and to see how well you are doing. I am writing this letter to tell you what we found.

St John's School is a satisfactory school which helps you to make satisfactory progress in your learning. Those of you who stay at the school's houses do well. You all seem to enjoy school and boarding. You are safe and well cared for and this helps you to grow into mature young people. The school works very hard to make sure that you get any help you need. There are many interesting things for you to do in and out of school and those of you who also go to colleges or work clearly enjoy this. It was good to see that so many of you take part in activities and we were really impressed by how much you have thought about how your school could be improved. You have already made a big difference. I enjoyed meeting the school council and hearing about the next things that they are planning.

All the staff work hard to help you and they all want you to do well. It is important that everyone who works with you helps you to make as much progress as you can in many different ways. We have asked the teachers to be very clear about what they want you to learn and to help you to understand how well you are doing. We have asked the care staff to make sure that they do everything they can to keep you as safe and healthy as possible. We have asked the governors (the people who help your headteacher to run the school) to make sure that they keep a close watch on what is happening and on all the things that you are doing.

You can contribute by working hard and continuing to do as much as you can to help everyone improve. I am sure that you will all try your best and we hope that you will do well in the future.

Yours sincerely

Anne Duffy  
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](http://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](mailto:enquiries@ofsted.gov.uk).**