

# The Ash Villa South Rauceby

Willoughby Road, Greylees, Sleaford, NG34 8QA

**Inspection dates** 19–20 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Most students return successfully to mainstream school.
- Progress in personal development for most students is outstanding.
- Students rapidly gain in confidence and become more independent in making decisions about their lives.
- Almost all students make good progress in English and mathematics.
- Students' skills are carefully assessed when they first start school to find out what they need to learn next.
- Each student's progress is tracked carefully so that new learning targets can be set quickly.
- Teachers aim high when they set learning targets which helps students achieve well.
- Teachers use questioning and discussion well to help students learn in lessons.
- Students are polite and behave exceptionally well.
- Students are very clear about what is expected of them in school.
- Very strong partnerships with students' mainstream schools ensure that examination coursework is completed.
- The school works in very close partnership with health professionals to support students' therapy and health needs.
- The headteacher is an exceptional leader. He is very well supported by the senior teacher and dedicated team of staff.
- The governing body makes a strong contribution to the leadership of the school.

### It is not yet an outstanding school because

- Students could achieve more in English and mathematics if they knew exactly what they were expected to learn in each lesson.
- Not all lessons include learning aims that help students reach their weekly targets.
- Learning targets do not always include a time by which they should be completed.

## Information about this inspection

- The inspector accompanied students on their morning walk and talked with students individually.
- The inspector took account of school self-evaluation and looked at the school development plan, minutes of meetings, records of lesson observations and targets set for teachers, and the students' progress tracking document.
- The inspector observed meetings, visited five lessons and held discussions with staff, members of the governing body and a representative of the local authority.
- The school's surveys of the views of parents were reviewed. There were no contributions from Parent View.

## Inspection team

Pauline Hilling-Smith, Lead inspector

Additional inspector

## Full report

### Information about this school

- Ash Villa is a hospital school for young people who are undergoing an assessment of their emotional and/or mental health in the hospital inpatient unit.
- Most students remain on the register of their mainstream school.
- Most students stay at the school for around 12 weeks, although this ranges from a few days to a number of terms.
- Some of the students have spent long periods out of education prior to their admission to hospital.
- The majority of students are of White British origin.
- A minority of students are eligible for extra funds provided through the pupil premium.
- The school relocated elsewhere for 12 weeks last term, and returned to its own building one week before the end of term.
- A new teacher with responsibility for English was appointed in September 2012.

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

- Increase the amount of outstanding progress made in English and mathematics by:
  - ensuring that each student knows and understands exactly what they are expected to learn and do in every English and mathematics lesson
  - specifying a time by which learning targets are to be achieved
  - checking on and recording the progress made towards learning aims in each lesson, so that students can continue on from exactly where they last finished.

## Inspection judgements

### The achievement of pupils is good

- Students enter the school with wide-ranging skills. Almost all make good progress in English and mathematics from their varying starting points. This is because students' rapidly increasing personal development gives them the confidence to take full part and learn well in lessons. Some students who sit examinations such as GCSE attain the highest grades.
- Achievement in information and communication technology is good. Skills are applied well in other subjects. Students access their mainstream schools' websites and work independently on tasks such as their GCSE coursework.
- Art is a particular strength of the school. The range of artwork, including highly attractive shoes made out of paper, and studies of the work of well-known artists, show that there is great pride and high attainment in this subject.
- Students' personal development is outstanding. The school's own system of gold, silver and bronze awards for progress in personal development shows that most students achieve the top gold standard before they leave.
- There is no difference in the progress of different groups of students. This includes boys, girls, those from minority ethnic groups and those eligible for additional funds.
- Students are assessed carefully on entry to the school. This determines what they know, understand and can do, and what they need to learn next. The school sets each student learning targets using this information and that supplied by their mainstream school.
- Learning targets are reviewed frequently. This ensures that they change and increase in difficulty as students learn. The learning targets achieved in English, mathematics and personal development are carefully noted on the school's 'tracking document'.
- Establishing the extent of individuals' progress in lessons is sometimes difficult. This is because the targets set do not specify a time by which they will be achieved, and not all lessons include an aim to support the achievement of these targets. Students' rate of progress can also be affected by being withdrawn from lessons for therapy.
- The school is not designated as having a sixth form. However, students admitted to the hospital in this age group are warmly welcomed. They are supported as far as possible to achieve as well as they can in their studies.

### The quality of teaching is good

- The majority of teaching observed during the inspection was outstanding. Teaching enables most students to make good academic progress, and outstanding progress in personal development. The amount of outstanding teaching has risen steadily since the last inspection.
- Teachers use questioning and discussion well in lessons. They make sure that students continually improve their skills and make links between what they learn. For example, in mathematics, a student first calculated 10% of an amount, and then, through skilled questioning and support, used her understanding of the method to find increasingly difficult percentages.

- Teachers effectively support improvement in students' reading skills. This is tackled on an individual basis as students' starting points are very variable. For example, one student was helped to reach an exceptional literary level. Staff constantly encouraged her to extract and interpret the main points of a book, and to understand what the author meant and how he managed to convey this to the reader.
- Students enjoy lessons and are proud of what they achieve. One student asked if he could take his work to show his mainstream teacher because she would be surprised at what he could do.
- Teachers' feedback to students is good. As the lesson proceeds students receive detailed verbal information about how well they are doing and what they need to do to improve. They respond immediately as they are keen to learn and do better. Consequently, little time is lost in lessons for good quality learning.
- Occasionally, time runs out for students to complete the work needed to meet their personal learning aim. In such cases, it is difficult to assess how far they have got, for example, whether they are almost there or need to start again the next lesson. This is because the detail of the work and learning needed to achieve the aim is often unspecified.

### **The behaviour and safety of pupils are outstanding**

- Students are welcoming, polite, and behave impeccably almost all the time. Their desire to work hard and their attitudes to learning are exemplary. This helps them learn well and make good progress.
- Students show compassion towards each other and those less fortunate than themselves. This was shown during a visit to an exhibition of technological innovations that have helped disabled people. Students quickly appreciated some of the difficulties the disabled face every day.
- Staff are consistent and very skilled in maintaining a highly positive atmosphere at all times. One student was heard to remark that the staff 'wore the students out' with their happiness. In written surveys of their views, students say they like everything and would change nothing about the school.
- Students' confidence grows rapidly. This is because they succeed academically, feel safe and know that others will accept their choices and decisions without a fuss. Students are keen to live up to the staff's high expectations. For example, on one occasion, a student said that he was unable to cope with the pressure of a mathematics lesson but offered to do his history in the room instead, rather than return to the hospital.
- Students keep themselves and others safe. They study carefully chosen topics such as e-safety and discriminatory behaviour in lessons. Bullying is non-existent as students accept and understand individual differences exceptionally well. Many have had experience of being bullied in other situations and say they are relieved to learn in a situation where others are not nasty to them.

### **The leadership and management are outstanding**

- The headteacher is an exceptional leader. He has steered the school inspirationally, over a long period of time, towards the highest levels of achievement in personal development for

all students. This is of great importance to the students' future well-being.

- The highly professional team of staff and governing body exhibit high standards at all times and show great ambition for the school and its students.
  - School self-evaluation is thorough and searching. Plans made for improvement are very effective because they are sharply targeted on improving achievement. Action is closely monitored to ensure that it is effective. Actions taken to improve teaching have been prioritised and have resulted in teaching which is now consistently good or outstanding.
  - The curriculum is exceptionally rich. This is because leaders ensure that there is a wide programme of visits and visitors to add to classroom learning. Experts in music and art lead lessons in these subjects which contribute to students' achievement and enjoyment.
  - The school's values, curriculum and everyday work make a very strong contribution to students' personal development. For example, staff model their own appreciation of the beauty of nature and art, and students are encouraged to express their feelings at times such as when walking in the rain.
  - The support given by the local authority is effective. The school has a local authority adviser who knows the school well and contributes to evaluations of its effectiveness. Staff select carefully from a range of training opportunities provided to all schools. For example, the new member of staff has benefitted from attending highly relevant courses prior to taking up her post.
  - Partnerships work very well. The relationship between the school and the hospital is very strong and benefits the students greatly. Partnership with parents is close, as is the working relationship with each student's own school. Students are very well prepared for their return to mainstream school.
  - **The governance of the school:**
    - has a very stable membership and a deep understanding of students' needs and difficulties
    - understands the school's strengths and weaknesses in detail and consistently contributes very well to the school's self-evaluation
    - has used target-setting for the headteacher and teachers very effectively to improve standards
    - follows up decisions about additional allowances for teachers to make sure of value for money
    - ensures that all statutory duties, including for safeguarding, are met.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120747
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	401963

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

<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	5
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Lawlor
<b>Headteacher</b>	Neil Barton
<b>Date of previous school inspection</b>	10 May 2010
<b>Telephone number</b>	01529 488066
<b>Fax number</b>	01529 488066
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