

Lord Wilson School

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students behave well and develop positive attitudes to being in a school. This leads to them making good progress in their learning and being able to successfully move on to college or employment when they leave.
- Almost all teaching is good, with some examples of outstanding teaching. Teachers gain the trust of students. They are effective in promoting good behaviour because they keep students interested in their work.
- The school has been very creative in developing the choices of courses for its older students. This is proving effective in improving students' attendance and their achievement in passing external examinations.
- The headteacher and the newly formed teaching and learning leadership team have already overseen improvements to the quality of teaching and learning. For example, they have increased the support students get for their reading and writing, and standards have risen.
- Over the last year, the governing body has become increasingly effective in holding the school to account. Both governors and senior staff have a good knowledge of the achievements of students and the quality of staff performance.
- The school works very well with the other agencies that support students and their families.

It is not yet an outstanding school because

- A very few teachers do not plan their lessons to build on what students have learned in previous lessons and show clearly what they are expected to learn in the lesson.
- The marking of students' work is not always helpful in telling them how well they have achieved and what they need to do to improve further.
- The few teachers paid on the highest salary levels do not make a sufficient contribution to support the school's push to provide the very best it can for students.
- The governing body does not receive enough information on students' behaviour to help it make decisions about school policies and procedures.

Information about this inspection

- The inspector observed teaching and learning in seven lessons, taught by seven of the school's nine teachers. He also undertook a 'learning walk' where he sampled teaching and learning and reviewed behaviour in and out of the classrooms.
- He held meetings with students and members of staff. Meetings were also held with two members of the governing body, including the Chair, and a representative of the local authority.
- The inspector looked at students' work, teachers' lesson plans and data showing students' attainment and progress.
- School policies were sampled and the recent governing body minutes reviewed.
- There were insufficient parental comments to activate the online Parent View survey but the views of one parent were emailed to the inspector.

Inspection team

Charles Hackett, Lead inspector

Additional inspector

Full report

Information about this school

- Lord Wilson School caters for students who have statements of special educational needs because of behavioural, emotional and social difficulties. Many have additional learning difficulties.
- A well-above-average proportion of students are known to be eligible for free school meals and 38 of the current school population of 42 are entitled to additional funding through the pupil premium.
- A much-lower-than-average number of students come from minority ethnic groups.
- Eleven of the current students are in the care of the local authority and many others are from families that receive support from other agencies, such as social services.
- The headteacher has just started his second year in post and a new senior teaching and learning leadership team of three staff commenced their work at the start of this current term.
- The school makes use of the following alternative educational placements: Fareham College, St Vincent College, South Downs College, Motiv8, Skillforce, Work Mobility, For Life Experiences, Education Business Partnerships and the Hampshire Wildlife Trust.

What does the school need to do to improve further?

- During the current academic year, improve the quality of teaching further by ensuring that throughout the school:
 - all teachers mark students' work carefully to show how well they have achieved and what they need to do to improve
 - all teachers plan effectively for their lessons by always giving consideration to what students have achieved previously and how the lesson will further increase their learning.
- Over the next academic year, improve the impact of leadership and management on students' learning and the management of their behaviour by:
 - ensuring that those teachers paid on the highest salary levels make a more effective contribution to improving students' achievement and the quality of teaching and learning providing the governing body with more information on students' behaviour and how it is managed to enable it to accurately review school policies for these aspects.

Inspection judgements

The achievement of pupils

is good

- Students make good progress from low starting points. Often, when they arrive at the school, they have lost interest in being in a school and are very reluctant to participate in lessons. At Lord Wilson, they start to enjoy learning and to narrow the gap between their achievements and those of students in mainstream schools.
- Students' abilities to read and write improve significantly. Many arrive still at the early stages of reading but, through positive support, which includes the teaching of phonics (letter sounds), they often make rapid progress with their reading.
- Most pupils achieve well because they are interested and contribute willingly in lessons. In every lesson, students can achieve 'learning points' on the school's checking system. Records show how almost all students increase the number of learning points they achieve as they move through the school.
- Often, the best progress seen is in the lessons where students are actively involved. For example, in an art lesson, the students made excellent progress in modelling gargoyles and then reading and researching them using a computer. This lesson made a good contribution to students' cultural and spiritual development.
- In a few lessons, the progress of students is less evident because of weaknesses in the lesson planning. In these lessons, it is not clear how students' skills will be further developed and how the lesson fits in with other work they will complete.
- Students' achievements have improved over the last year. Much of this is linked to the big improvements many have made in their attendance. Records show that those students with the best attendance records make the most progress.
- Progress for older pupils in Key Stage 4 has also improved. The number of GCSEs passed has more than doubled in the last year. Examination success in science has been particularly impressive. Achievements now also include passing a number of practical courses, including some in catering and motor mechanics.
- A few students complete GCSEs at the end of Year 10 but this is appropriate given the outside influences that can affect their attendance in Year 11. Students also have good opportunities to achieve higher grades at the end of Year 11.
- The progress of those students in receipt of the pupil premium is good. Some of this is because the money has enabled these pupils to receive increased individual support and it also covers transport costs to help them attend a wider range of courses.
- Students continue to make progress even when events out of school make this difficult. The school has detailed records that track their progress as they deal with difficult experiences, such as the death of a parent or being moved into care. Those students in the care of the local authority make the same good progress as other students.

The quality of teaching

is good

- Teaching has successfully increased students' motivation and active involvement in learning. Teachers know students have previously not enjoyed being in a classroom. They therefore make every effort to ensure students enjoy and succeed in learning.
- Teachers and teaching assistants develop good relationships with the students. They build on the students' positive attitudes well to encourage them to work hard and try new activities.
- Staff put a strong focus on encouraging students to be as independent as possible. An excellent example of this is in food technology lessons. Students are able to work individually in their own kitchen areas, maintain their own equipment and follow recipes without the help of an adult.
- Many teachers plan their lessons very well. They show how they will meet the needs of different abilities of students in the class, and how the lesson aims to build on what was achieved in the

previous lesson and fits in with what is planned for the next lesson.

- A few teachers are not as effective in planning their lessons. They do not take sufficient account of the different abilities of students and give enough detail as to how the lesson fits in with other work students will complete.
- Most lessons give a good focus to how the work can extend students' skills in reading, writing and number work. For example, in science, students are well supported to help them know and understand the more technical vocabulary used in the subject. In physical education lessons, students make good use of their counting skills in activities such as tennis.
- Teachers have good systems to check on how well pupils are learning. Students are set individual targets and these are carefully tracked to show how well students are achieving in each lesson and over time.
- Students' work is not always thoroughly marked. There are excellent examples of clear marking that shows the standard of students' work but, in a few subjects, marking is minimal. It fails to give students a clear guide on how well they have done and what they need to do to improve further.

The behaviour and safety of pupils

are good

- The behaviour of most students in lessons over time is good. This represents a significant improvement on students' previous experiences in a school setting and demonstrates how well their moral and social development is supported by the school.
- The school has very good systems to track and monitor the behaviour of students. Their behaviour is checked in every lesson and students earn points for behaving well. This means students know how well they are behaving and what they need to do to achieve their points.
- Students respond well to the structure and expectations of each school day. This helps them understand what appropriate and inappropriate behaviour is in a variety of different situations.
- Students report that they feel safe in school and know that staff are there to support them. One student explained how in addition to going to staff he values talking through any concerns with a volunteer who visits the school regularly.
- Both staff and students acknowledge that bullying does exist in the school. Every effort is made to reduce and eliminate it. When it does occur, it is quickly addressed and support provided. End-of-day staff meetings rigorously check how well action taken has worked.
- Effective individual education programmes help to ensure students feel safe. On occasions, this involves a few students being taught individually away from other students. Gradually, these students are then helped to reintegrate with other students.
- Students become more confident in different situations. For example, some Year 11 students, who spend several days at a local college and on work placements, showed high levels of maturity and excellent ability when engaging in conversation with the inspector.
- Students' good behaviour is demonstrated by the excellent condition of the school building. Displays have not been tampered with and there is no evidence of graffiti or damage around the school.
- In recognition of the specific needs of students, staff are well trained in specialist strategies for dealing with behaviour, including the use of physical restraint. Appropriately, these are rarely used and, when they are, good systems exist to record the incidents and provide support for the students and staff involved.
- Good systems exist for recording how behaviour incidents are managed. All incidents are analysed well by senior staff but this information is not formally shared with the governing body. This means that governors are not able to consider the effectiveness of their policies in the light of sufficient information on the behaviour of students.
- The school works very effectively with the other agencies that support students. The school's two full-time support managers provide excellent assistance to students in holiday periods and in the time between leaving school and starting a college or employment training course.

The leadership and management are good

- The headteacher has clearly improved the quality of the work of the school and outcomes for students, too. The local authority, staff and the governing body consider that, under his leadership, the school has improved considerably since the previous inspection.
- The school has put a strong focus on ensuring that teaching and learning are effective. The creation of a senior team of teaching and learning leaders demonstrates this, as do the good opportunities provided for staff training. Specialist training in the management of students' behaviour is clearly beneficial.
- The new teaching and learning leadership team sets high standards for staff performance. Improvements, such as an increased emphasis on number work in all lessons, are already in evidence. There are, though, still some inconsistencies in lesson planning and the marking of students' work that have not been fully resolved.
- A new rigorous procedure has been adopted for checking the performance of staff. Where weaker teaching has been identified, effective support from external specialists has been offered, and this is already improving performance.
- The use of alternative placements for students' education is very effective. The courses they offer extend students' achievements, particularly in practical activities that prepare them well for college or employment training places when they leave school.
- Senior staff check and track improvements in students' behaviour very well. This information, though, is not shared with the governors. This means they cannot use the information to help them agree school policies and procedures.
- The school takes safeguarding very seriously. The site has been made secure with a new fence and good training provided to all staff on child-protection procedures.
- The school's financial management is secure. The additional money provided to the school as part of the pupil premium allocation has been used well to increase individual support for these students and extend the courses they can take. Improvement in these students' attendance is already showing how the funding has been used well.
- The local authority has provided the school with good support in its review of the education plans for those students in the care of the local authority.

■ The governance of the school

The governing body are very keen supporters of the school. The relatively new Chair of the Governing Body has overseen an increased emphasis on taking an active role in checking on the school's work. Governors make a positive contribution to the school's push for excellence. Through regular half-termly committee meetings, they monitor aspects of the school's work closely. The minutes of their meetings show they ask probing questions to check on both staff's and students' performance. They are aware of how leaders check the performance of staff and know that a few teachers on the highest salaries are not contributing as effectively as they could to improving teaching and learning. They have, though, not been effective in rectifying this. The governors have monitored other financial matters well and are fully aware of how the additional money received through the pupil premium has been spent. Governors have ensured that school policies are regularly reviewed.

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

Unique reference number	115849
Local authority	Hampshire
Inspection number	401542
Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	42
Appropriate authority	The governing body
Chair	Paul Salter
Headteacher	Stuart Parker-Tyreman
Date of previous school inspection	12–13 July 2010
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