

# The Eresby School, Spilsby

Eresby Avenue, Spilsby, PE23 5HU

**Inspection dates** 30-31 January 2013

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher has not rested on her laurels since the last inspection and has made the school even better.
- Everyone works brilliantly together to make the best of every opportunity. Relationships at the school are super.
- All the teaching is good with a lot that is outstanding. Lessons are fun and exciting, but teachers always make sure that pupils work really hard and do their best. They have a very good way of checking to make sure no one falls behind.
- Every pupil does extremely well whatever their age or ability. They think their school 'is brilliant'. There is no bullying and 'everyone gets along'. They feel very safe.
- Pupils are extremely well behaved in lessons and around the school. Expectations are always very high and staff stand no nonsense. However, they are also highly skilled in helping pupils who have problems with their behaviour, so that it quickly improves.
- Teachers and support staff are excellent at giving just the right amount of help, so pupils are able to learn new things, but also find things out for themselves.
- The sixth form is outstanding.
- Senior leaders know how important different ways of communicating are, so they make sure this is included in every lesson at a level that is right for all pupils.
- Parents are completely behind the school and say they 'feel very lucky' their child is a pupil there.
- Governors are ambitious for the school and have a clear vision for its future. They also have the skills and determination to make it happen.

## Information about this inspection

- The inspector observed nine lessons, of which seven were shared observations with the headteacher. She went to assembly, joined pupils at lunch and play times, heard them read and looked at their work. The inspector also visited the sixth form while they were at the Seagull Eco Centre in Skegness.
- Meetings took place with the headteacher, senior teachers, pupils, the Chair of the Governing Body and a representative from the local authority. The inspector also spoke with the school's speech and language therapist and some parents.
- The inspector took account of the five responses to the online questionnaire (Parent View) as well as questionnaires filled in by staff. She also received two letters from parents.
- The inspector examined records about behaviour and attendance, pupil progress, governor visits and staff performance. She also looked at a range of documents about the work of the school.

## Inspection team

Debra McCarthy, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Eresby School has specialist status for cognition and learning. All pupils have a statement of special educational needs for severe or profound and multiple learning difficulties. Some also have autistic spectrum disorders.
- The school began consultation towards academy status on 11 February with a view to becoming an academy from 1 April 2013.
- An above average proportion of pupils are known to be eligible for the pupil premium (extra funding for pupils known to be eligible for free school meals, looked after by the local authority or with a parent in the armed forces).
- The majority of pupils are from a White British background and speak English as their first language.
- Students from the sixth form attend the Seagull Eco Centre one day a week for practical sessions in woodland skills and crafts.
- The school also uses Junior Sports Leaders Awards and the Duke of Edinburgh Award Scheme.
- It holds the full International Schools Award, Healthy Schools Award and Bronze Eco Schools Award.
- The school offers a portage service (home based teaching) to pre-school children with special needs and outreach support to pupils with autism spectrum disorders in mainstream schools.

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

- Increase the proportion of outstanding teaching further by:
  - making even better use of the expertise of the senior teachers in helping to spread best practice across the school.

## Inspection judgements

### The achievement of pupils

### is outstanding

- All pupils and groups of pupils make exemplary progress, whatever their age or ability. Pupils with severe learning difficulties are challenged to do their very best and do so, whether they are trying out skills independently for the first time or learning new ones.
- Pupils with profound and multiple learning difficulties are helped to respond more by making them feel happier and more comfortable in their surroundings, through aromatherapy, for example. Additional staff training and resources mean that pupils with autism spectrum disorders do particularly well, better than similar pupils nationally. Senior leaders make sure every pupil has equal opportunities.
- Changes in the way children in the Early Years Foundation Stage are taught and the provision of improved outdoor play facilities, mean they have an excellent start to their time in school. Staff work very closely with parents to make sure everything runs smoothly when children begin their education.
- The sixth form is outstanding and students have benefited very much from the refurbished and better-resourced classroom, which is a little bit separate from the rest of the school. It is now a more grown-up environment and means students can do things like running their weekly café, using the profits to save up for a top-of-the-range television. This helps them appreciate the value of money and how they need to work hard if they want to achieve things. They also benefit enormously from the exciting range of opportunities available at the Eco Centre where they learn new skills and practise ones they have already learnt in school.
- Courses that pupils follow are important ones that help with their everyday lives and are useful for when they leave school. There is a strong emphasis on basic skills such as reading, writing and practical mathematics and they get to practise these across a wide range of subjects and situations. This means they excel in all these areas and are able to achieve relevant qualifications.
- The school uses the pupil premium funding creatively to help eligible pupils. Pupils who are beginning to read and write make much better progress, because they get extra help on a one-to-one basis. Others, who are not at that stage, benefit from more opportunities to practise their signing which improves their communication skills. Didgeridoo-sound therapy sessions build pupils' body awareness, boost their self-esteem and increase their confidence.

### The quality of teaching

### is outstanding

- The headteacher regularly checks how well teachers are doing and makes sure teaching is always at least good and often outstanding, right through the school. Senior teachers are used especially well to set a first class example and help teachers improve even more.
- Outstanding teaching was often observed during the inspection. Lessons are exciting and keep pupils involved throughout. Pupils thoroughly enjoy their learning and say their teachers are 'brilliant'. Activities are very carefully planned to make sure they are interesting for everyone and that the work is different for all abilities. Teachers are especially good at asking the right questions to see how much pupils have learnt so they know what to teach next.
- Very good use is made of the excellent resources available in the school. Teachers make sure

those students who need to use their senses to help them learn get lots of opportunities for 'hands on' experiences. Symbol timetables and pictures are used to help pupils with autistic spectrum disorders make sense of the world around them and to help them communicate.

- Teachers use support staff very effectively to help individuals and groups of pupils work on tasks designed especially for them. Apprentice teaching assistants work well alongside experienced, qualified staff who give highly skilled support to pupils.
- Teachers check pupils' progress thoroughly and regularly, taking action quickly if someone is not doing as well as they should. Everyone uses the same system so that their marking of pupils' work is always consistent. Teachers hold regular meetings both at school and with other similar schools to make sure their marking is accurate. Senior leaders are quick to spot if pupils are not doing so well in a particular subject and make any necessary changes.
- Information communication technology is used particularly well to make lessons more interesting, such as some of the youngest pupils using the interactive whiteboard enthusiastically to match letter sounds to pictures of objects, or photographs of themselves. Older students use map software to work out the route to a future college placement.
- Often subjects like mathematics are taught in a very practical way, such as in food technology, where secondary-age students practise counting, weighing and measuring skills to prepare their weekly lunchtime meal. They use their reading skills to read recipes and follow instructions, sometimes supported with symbols to make them easier to understand. Children in the Early Years Foundation Class search for numbers hidden in the outside play area and indoors they learn to make letter shapes in foam.

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

- Pupils are adamant there is no bullying and that everyone gets along. 'We're all friends here'. They learn about different sorts of bullying through personal, social and health education and older pupils know about the potential dangers of the internet and what to do about it.
- Pupils of all ages learn how to keep themselves safe in situations where they might hurt themselves if they are not careful. For younger pupils this might mean learning to make toast independently or for older ones preparing a full meal of meatballs and rice. They were able to tell the inspector that they have to be careful with boiling water and are aware of the dangers of spreading germs. Sixth-form students learn how to use saws and axes to cut wood at the Eco Centre, reassuringly telling the inspector, 'It's OK, they know what they're doing there. It's safe'.
- As well as supporting students at the Eco Centre, the work-related learning co-ordinator also helps older pupils to practise road safety skills and to use public transport safely.
- Pupils are invariably well behaved as they move around the corridors, at break times and during lunch. They behave extremely well in lessons and are keen to learn. Relationships are excellent and pupils are eager to please staff. Management of behaviour is sensitive, calm and very well thought out. Risk assessments and behaviour plans help those pupils who have problems with behaviour and these are very effective. Staff keep thorough up-to-date records about behaviour and safety. They make sure this is the same at the Eco Centre where safety procedures are equally rigorous.
- Being such a small school, staff know pupils really well, so they notice if anything is troubling them or if they are unwell. In addition, they meet regularly to discuss pupils' welfare and are in

frequent touch with parents so that they work together closely. All the systems needed to keep a check on pupils' well being are meticulous and known to everyone connected with the school. Discrimination of any kind is not tolerated.

- Although many pupils suffer from medical conditions that sometimes affect their attendance at school, absence rates are low and staff work hard to emphasise the benefits of regularly attending school, through school newsletters, the website and 'New Parent Packs'. Holidays during term time are discouraged.

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

- The headteacher is passionate about making the school even better for pupils and their parents and making sure it has a secure future. She lets nothing get in the way of this. She has created a team of very skilled senior leaders who work exceptionally well together and play a major part in the success of the school. They know exactly what needs to be done to improve the school and how to do it.
- Because senior leaders have created such a happy and positive school, staff work really hard and are right behind them. Pupil premium funding is used imaginatively to help all groups of pupils entitled to it, to catch up with their peers. Parents are extremely supportive and feel their children make excellent progress.
- The school's ways of checking pupils' progress and making sure they are kept safe, work very well. Recently purchased computer software is intended to improve this even more.
- Subjects and topics are practical and fun. They help pupils learn skills that will help them in later life, or for those pupils with profound and multiple learning difficulties make important small steps in their learning and enjoy a higher quality of life. There is a strong emphasis on number and communication which is taught through a wide range of topics and using the many resources available to teachers. The Life Skills Centre, new food technology, soft play and sensory rooms, horticultural area and Eco Centre are examples of this.
- Pupils are able to enjoy a variety of lunchtime and after school clubs which add to their experiences, as well as residential trips and opportunities through the Duke of Edinburgh Award Scheme and Junior Sports Leaders Awards. This also contributes to their spiritual, moral, social and cultural development which is a particular strength of the school. Assemblies are used to celebrate success and to address difficult topics such as National Holocaust Day. The whole school sat engrossed during the moving story of the last days of Anne Frank, simply told and impressively acted out by a group of pupils.
- The local authority works closely and effectively with the school on agreed school improvement priorities, recognising its success.
- **The governance of the school:**
  - The governing body consists of a group of committed and skilled people who share the headteacher's vision for the school to become an academy. Their research leads them to conclude that this will afford the best possible opportunities for the schools' future. They are thoroughly conversant with how well the school is doing compared to other similar schools and know all about the quality of teaching. This is through focused visits and an informed understanding of pupil progress information, teachers' performance linked to pay and rigorous checking of the school's finances. They know how the pupil premium is being spent and the difference it is making to eligible pupils. Safeguarding responsibilities are fully met.

## 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>	120760
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	403797

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

<b>Type of school</b>	All-through
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Of which, number on roll in sixth form</b>	9
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Coates
<b>Headteacher</b>	Michele Holiday
<b>Date of previous school inspection</b>	22 March 2010
<b>Telephone number</b>	01790 752441
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