

The Foreland School

Lanthorne Road, Broadstairs, CT10 3NX

Inspection dates 19–20 June 2013

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.

- Pupils make good progress from often very low starting points, especially in the development of their communication, reading and numeracy skills.
- Children make an excellent start in the Nursery and Reception classes because adults provide activities that are stimulating and fun.
- The sixth form is good. Teachers provide a good range of opportunities to prepare students for life after school.
- Teaching is good because teachers adapt lessons to meet the needs of many pupils with complex difficulties.
- Teaching assistants make an effective contribution to pupils' achievement.
- Pupils are cared for very well. They feel safe and enjoy learning. Relationships in the school are excellent. Pupils enjoy coming to school and behave well.
- The curriculum includes a wide range of exciting activities which give pupils experiences in a variety of situations.
- The strong leadership of the headteacher, who is supported well by the deputy headteachers, is helping the school to improve rapidly.
- The governors know the school well. They challenge and support senior leaders in their drive for further improvements.

It is not yet an outstanding school because

- There is not enough outstanding teaching for all pupils to make the progress of which they are capable. In a few lessons, the pace is too slow.
- Occasionally, teachers do not use their assessments to plan in enough detail for individual pupils, or group pupils, in a way that helps them to work more independently.

Information about this inspection

- Inspectors observed 18 lessons taught by 13 teachers. These included classes taught off site in local mainstream schools. Eight lessons were jointly observed with senior leaders.
- Inspectors also met with staff, pupils and the Chair of the Governing Body and other governors. The lead inspector met with a representative of the local authority.
- Inspectors took account of the 17 responses to the online Parent View survey and letters received from parents and carers. The lead inspector met a few parents.
- Inspectors observed the school's work and looked at documentation, including individual education plans, the school's data and self-evaluation, monitoring arrangements and safeguarding procedures.

Inspection team

Helen Howard, Lead inspector

Additional Inspector

Diane Rochford

Additional Inspector

Andrew Penman

Additional Inspector

Full report

Information about this school

- The Foreland School provides for pupils with severe, profound and multiple learning difficulties. Many pupils also have autistic spectrum disorder or medical or physical disabilities and/or sensory impairments. A growing proportion of pupils have complex learning difficulties.
- All pupils aged three to 19 have a statement of special educational needs. Pupils aged two and three have their needs assessed in the Nursery in order to inform the statutory assessment process. Approximately two thirds of the pupils are boys.
- Most pupils are from White British backgrounds. A small number speak English as an additional language.
- Nearly one half of pupils are eligible for pupil premium funding, which is given to schools for pupils entitled to free school meals, those looked after by the local authority and those who are children of service families. This is a higher proportion than that found nationally.
- Some pupils attend one of three classes part time in Garlinge Primary School, Hartsdown Academy or East Kent College. These classes are taught by Foreland School staff. They also attend some mainstream classes with support. The Foreland Inclusion Service, known as 'FISS', additionally provides outreach support to local mainstream schools.
- The headteacher was appointed in September 2012 and two deputy headteachers were appointed in January 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by ensuring that teachers:
 - make sure that the pace of lessons always helps pupils to make the progress of which they are capable
 - consistently use their knowledge of pupils' progress to plan small enough steps for them to reach their individual targets
 - always group pupils in a way that helps them to work more independently.

Inspection judgements

The achievement of pupils

is good

- Children make good progress from often very low starting points on joining the school. Their communication and physical skills improve because they are given high quality support in a stimulating environment. As one parent wrote, 'When he first started, my son was totally non-verbal and now he can speak whole sentences.'
- As they move through the school, most pupils, including those who are taught part time, off site, continue to make good progress towards the challenging targets in their individual plans. In the sixth form, an increasing range of activities and courses means that relative to their starting points, students make good progress in preparation for their next stage. Moves to further education are carefully planned.
- Pupils are taught well and make good progress with their communication. In many classes, they use picture symbols to communicate with adults and some use signing or electronic aids. Adults constantly encourage pupils to join in, indicate a 'favourite' or make choices. This effective approach to teaching means that pupils who speak English as an additional language make good progress in acquiring early skills.
- Pupils make rapid progress in reading. Their progress in writing is slower because some pupils, especially some boys, find writing difficult as a result of their complex needs. Despite this, teachers provide a range of activities, supported by information and communication technology, so that pupils can make progress from their starting points. A few, more-able pupils can write simple phrases using a pencil or computers.
- Pupils' grasp of mathematics develops in small steps. Some pupils learn to track an object. More-able students in the sixth form learn the basic skills of managing money. Pupils with severe learning difficulties experience songs and rhymes to support their counting skills. A few pupils are taught to use number squares to help with their counting.
- Pupil premium funding is used well to support those who are eligible. It provides extra support and equipment and funds some activities and trips. The school promotes equal opportunities well and ensures that all pupils can have the same experiences. Children in the care of local authorities frequently make better progress than those who are not. Pupils who are known to be eligible for free school meals make similar good progress to other pupils.
- Most parents and carers who responded to the survey agreed that their children are making good progress.

The quality of teaching

is good

- Most teaching is good and some is outstanding. Teachers know the pupils well as a result of improved assessment procedures and plan activities and tasks that match their needs.
- Reading is taught well. Those with profound and multiple difficulties are able to make responses to sensory experiences such as smells and sounds. They listen to music and stories. Pupils with severe learning difficulties are encouraged to use a range of aids to make choices. Some pupils make excellent progress as a result of the school's approach to matching letters and combinations of letters to the sounds they make (phonics). Consequently, a small number can recognise letters and read simple words and sentences.
- Teachers use music well to encourage participation, improve communication and gain responses from pupils. For example, in a Reception class for children with profound and multiple difficulties, calm music was played while bubbles were blown across the room. The evident joy with which some pupils responded to these experiences was clear to see.
- Teaching in the sixth form is good. Students engage well and enjoy their learning. Teachers provide a wide range of experiences and take every opportunity to encourage communication including through signing, symbols, communication aids and sensory activities. In a life-skills lesson, students were planning for a trip out of school. They made good progress because the

pace of the lesson and the links made to previous learning helped to reinforce what they needed to plan.

- Teaching assistants support learning very well. In lessons, they work effectively in teams, showing great care and patience.
- In most lessons, the brisk pace means that pupils make fast progress. In a very few lessons, the pace is slower and pupils make less progress as a result.
- Teachers assess pupils' progress accurately using a variety of strategies. Consequently, they are able to plan targets that are based on individual needs. Occasionally, they do not plan steps that are small enough for pupils to reach their targets and their progress is slower as a result.
- In a small number of lessons, the amount of time that pupils spend working in a whole group means that a few cannot work as independently on their own targets as they might.

The behaviour and safety of pupils are good

- Pupils thoroughly enjoy learning and coming to school. They arrive eagerly and respond well to the warm welcome they receive. Given the number of medical conditions some pupils have, most pupils attend school regularly.
- Pupils show very positive attitudes in lessons. Many take an active interest in what is going on and some are showing increasing curiosity. A strength of the school is how well pupils get on with each other because the school is highly effective in developing good relationships. In one Years 7 to 9 class, for example, pupils waved to each other as some left to go sailing.
- Pupils indicate that they feel safe and that they trust the adults in the school. They know that adults will help them if they have problems. Bullying is extremely rare and the school keeps careful records of behaviour, together with follow-up reviews. Adults tackle any discrimination effectively. This applies equally to those pupils partially taught off site.
- Where appropriate, pupils are taught how to use computers safely and can talk about simple rules to keep themselves safe. A few can talk about different types of bullying but say that they are 'nice and kind to each other'. This was certainly evident during the inspection. In a meeting with sixth-form students, one student prompted and encouraged others to join in. They celebrate each other's success and show clear enjoyment when someone else has done well.
- Rigorous and detailed behaviour plans support pupils to improve their behaviour over time. Pupils are well supported by leaders and managers for behaviour. Adults are good role models for pupils and most manage behaviour very effectively.
- When pupils become distressed or frustrated, most adults use the school's procedures well for managing such situations. However, behaviour is not outstanding because, very occasionally, it is not managed as effectively as it could be.

The leadership and management are good

- The headteacher provides strong leadership and, together with the very effective deputy headteachers, is rapidly improving the school.
- Senior leaders and managers monitor the quality of teaching very rigorously. They use their findings to plan support and training for teachers. Consequently, more teaching is now good or outstanding. Leaders have responded well to the growing range and complexity of pupils' needs and teachers are developing a wider range of expertise as a result.
- Leaders and managers have a good understanding of what the school does well and how the school could improve further. They have detailed analyses of all aspects of the school's work and use these to plan future actions. For example, their analysis of the curriculum for pupils aged 14 to 19 has led to the development of the 'outdoor learning' courses, where pupils learn a range of life skills, including horticulture, maintenance and landscaping.
- The curriculum provides many opportunities for pupils' spiritual, moral, social and cultural development. These include a range of trips to events such as the local Dickens festival. A rich

variety of activities give pupils the opportunities and experiences that they might otherwise not have, such as sailing, horse-riding and circus skills. Pupils celebrate religious festivals and have links with a school in Africa. A signing choir gives pupils the opportunity to appreciate and enjoy music.

- Pupils make good progress because partnerships with a range of professionals help to provide a total care plan which supports pupils' welfare, mobility and communication. These include a range of therapists and other agencies. The Foreland Inclusion Support Service offers support to many local schools and is highly valued by them. Additionally, the school works closely with two mainstream schools and a local college to provide opportunities for some pupils to work and socialise with others.
- The performance management of teachers is helping to improve the quality of teaching and progress because it is focused on pupils' progress. Teachers have programmes of training and support based on individual as well as whole-school needs.
- The school works effectively with most parents and carers. In the Early Years Foundation Stage, parents and carers contribute their findings as part of their children's 'learning journey', a file that collects evidence of the progress made over time. Most parents and carers contribute to annual reviews. School events such as performances and consultation evenings are well attended.
- The local authority provides light touch support for this good school. It provides high quality advice to the headteacher.
- **The governance of the school:**
 - The governing body supports and challenges the school effectively. Governors know the school well and understand the performance of different groups of pupils because they receive high quality evidence from the headteacher. They also visit the school regularly to monitor its work. They contribute to school improvement planning and monitor how much difference it makes; they receive regular training to support them in this work. Governors know how the pupil premium funding is spent and its impact on pupils' progress. They know about teachers' salaries and how they link to the quality of teaching. They ensure that underperformance is tackled decisively and that safeguarding arrangements are 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

Unique reference number	119041
Local authority	Kent
Inspection number	401799

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

Type of school	All-through
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	144
Of which, number on roll in sixth form	27
Appropriate authority	The governing body
Chair	Roy Raven
Headteacher	Nick Howard
Date of previous school inspection	30 June–1 July 2010
Telephone number	01843 863891
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