

St Anne's Community Special School

St Helen's Drive, Welton, Brough, HU15 1NR

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
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.

- St Anne's provides an outstanding quality of teaching and learning for all ages, disabilities and special educational needs which leads to outstanding achievement.
- Through strong leadership and a commitment to professional development, all members of staff have a deep understanding of the needs of individual pupils. As a result, pupils make at least expected progress and many make more than expected progress in all areas of their development, including personal and social skills, communication, literacy and numeracy.
- The deep knowledge and expertise staff have gained ensure that teaching is always at least good and a high proportion is outstanding. Teaching is highly effective and so the different groups of pupils, including those who are eligible for the pupil premium, learn exceptionally well.
- The sixth form is outstanding. Students in the sixth form are very well-prepared for leaving school. They make excellent progress in their use of English and mathematics and in their life skills and grow in maturity and independence.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well throughout all lessons and through strong links into the local community. Plans to extend courses and opportunities, especially for the most able, are yet to be put in place.
- Behaviour and safety are outstanding. Pupils feel happy and safe in school and enjoy strong supportive relationships with staff. They are able to concentrate on their learning because anxieties are reduced to a minimum.
- The school leadership team has been re-structured since the previous inspection so that middle leaders now play a more important role in introducing new improvements and checking that their subjects are being delivered effectively.
- Senior leaders and managers lead the school outstandingly well. Under the guidance of a very determined headteacher, they constantly seek ways to improve the school, involving all staff, parents, partners in other schools and the community.
- Membership of the governing body has been strengthened and governors provide exceptionally effective challenge and support to all areas of the school's work.

Information about this inspection

- Inspectors visited 11 lessons observing 11 of the school’s teachers. The headteacher and assistant headteachers joined inspectors in five of the observations.
- The inspectors also took into account the school’s own records of lesson observations and teachers’ performance management.
- Meetings were held with senior and middle leaders, representatives of the governing body and the school’s improvement officer from the local authority.
- Discussions were held with a group of pupils and with pupils informally in lessons and at breaks and lunchtimes.
- Inspectors looked at examples of pupils’ work and the school’s records of pupils’ progress.
- Other documents were examined, including those relating to the school’s self-evaluation and development planning, safeguarding, curriculum and attendance.
- The 12 responses on Parent View, the on-line questionnaire, were taken into account, together with the school’s own parent survey responses.
- On the first day of the inspection a majority of students in the upper school were involved in rehearsals for a national schools’ drama competition.

Inspection team

Hilary Ward, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector

Full report

Information about this school

- St Anne's School provides for pupils of all ages with a range of complex special educational needs, which fall into three main categories of severe learning difficulties, profound and multiple learning difficulties and autism spectrum conditions.
- Pupils all have a statement of special educational need, although some children in the Early Years Foundation Stage are undergoing statutory assessment.
- Since the previous inspection the school has developed sixth-form provision and numbers have been increasing rapidly in this department, with students moving on to sixth form from the main school and joining from other schools. There are currently 19 students in the sixth form.
- The proportion of pupils supported through the pupil premium is a little above average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The large majority of pupils are of White British heritage, with only a very small minority who have English as an additional language.
- There are twice as many boys as girls in the school.
- Older students attend courses at Bishop Burton Agricultural College, Welton Waters and Motor Trades, in addition to work placements at a number of providers.
- Although many of the children join the school at Early Years Foundation Stage, pupils may join at any time in their education, often from mainstream schools, with other peak times for admission at Year 7 and Year 12.
- The school offers residential provision to its pupils, offering overnight stays according to the individual needs of pupils and their families. The residence was not part of this inspection, but was last inspected by an Ofsted social care inspector in September 2013. The report is available to view on the Ofsted website.

What does the school need to do to improve further?

- Improve rates of achievement, particularly for the most-able pupils, even further by carrying out plans to:
 - review and build on the accredited courses students can follow in school or with alternative providers at Key Stage 4 and in the sixth form to ensure that there is a wider choice available to cater for the rising number of students in these departments
 - increase opportunities for pupils to enjoy time in mainstream schools.

Inspection judgements

The achievement of pupils is outstanding

- Due to outstanding teaching the achievement of pupils is outstanding. Pupils make outstanding progress from starting points which are well below those typically expected for their age.
- Progress in the Early Years Foundation Stage is rapid, usually from very low starting points, because children are provided with a range of stimulating activities and outstanding teaching. They settle quickly into well-structured routines and enjoy the well-resourced indoor and outdoor provision. They often make outstanding progress because adults provide them with excellent support to develop early personal and social skills. Pupils begin to communicate their needs and wishes effectively and make an early start on enjoying books and recognising shapes and numbers. They particularly enjoy sessions when they watch and copy actions in songs and activities in the classroom.
- Pupils may enter the school at any time during their school career. This can sometimes be after periods out of education. Transitions are extremely well planned and the skilled staff quickly develop strong relationships with pupils which help pupils to settle quickly and begin to learn.
- All pupils make at least good progress in developing their communication skills because a range of methods including signs, symbols and objects of reference are used to make sure pupils know what will happen next and what is expected of them.
- A few pupils enjoy time in mainstream schools and the school plans to increase the number of pupils who are able to attend sessions in local schools. This includes the most-able, in order to raise their attainment further, but also to enable more pupils to enjoy social time or to take part in subjects they may not experience at St Anne's.
- An increasing proportion of pupils have autism. These pupils are making good and some are making outstanding progress in their reading, writing and mathematical skills overall, through structured programmes which help them to concentrate and complete tasks set for them. Many pupils with severe learning difficulties develop basic reading skills and learn to use basic mathematical skills in practical ways, such as reading recipes and weighing out ingredients.
- Pupils with the most severe and profound learning difficulties enjoy particularly lively sessions designed to stimulate all their senses and help them to understand themselves and their world. In a lesson based on the theme of pirates, pupils had hats, parrots and pirate flags. Pupils saw a picture of a treasure island and heard the sounds of the sea while being encouraged to move forwards and backwards, this way and that to the movement of a ship. Their enjoyment was obvious in their smiles and giggles and gestures asking for more.
- Students in the sixth form are making outstanding progress. The sixth-form provision was introduced just over two years ago and students are only just beginning to be accredited for the work they have completed. The school has set up courses with a small number of alternative providers. These match the interests of some of the students very well and with the appointment of a new assistant headteacher to lead the sixth form, senior leaders plan to extend options further. Placements and students' progress towards achieving awards are checked rigorously.
- Equal opportunity for all pupils and students is at the heart of all that the school does. The school's motto of 'We all achieve' is clearly seen in the way that pupils, including those who are eligible for the pupil premium and with a wide range of different disabilities and special educational needs, are all given equal opportunity to enjoy success and to make the best possible progress they can in all lessons. The pupil premium is used by teachers to meet the needs of eligible and other pupils in their classes through access to innovative programmes such as attending a course of large animal management at a local agricultural college. Their progress matches that of other pupils.

The quality of teaching is outstanding

- Staff at St Anne's share the highest aspirations for their pupils. Teaching is rarely less than good and a great deal of it is outstanding, together with an exciting curriculum, this ensures pupils make excellent progress.
- Teachers have a very clear understanding of what is expected of them because of the very good feedback they receive from senior leaders about their teaching. As a result, the quality of teaching has improved since the previous inspection. Professional development of teachers and teaching assistants has ensured that the whole staff team has a good knowledge of how to best meet the needs of the different pupil groups.
- Teaching ensures that pupils move on quickly to the next steps in their individual education plans and all staff contribute to assessing pupils' progress towards their targets. Activities are usually at just the right level for pupils within a group so that they learn quickly.
- Teaching is routinely very skilled at drawing in all pupils into learning activities. In a Key Stage 1 lesson for pupils with autism spectrum conditions, the older and most-able pupils produced a piece of writing, while other pupils enjoyed a guided reading session and the youngest took part in singing and signing nursery rhymes. The involvement of the very youngest in 'round and round the garden' for the very first time provided a genuinely golden moment and big step forward in their engagement in lesson activities.
- Teachers and teaching assistants work extremely well as teams. Strong relationships between pupils and staff support good learning. In a horticulture lesson in the sixth form, students were provided with instructions in written form, with symbols or by watching a video, as matched their individual abilities so that they could get together all the equipment they needed and plant seeds. The most-able students researched and found out about the vegetables they were to grow and to measure their growth as part of an experiment.
- Communication is taught very well. Voice, signs and symbols are used consistently, to ensure that pupils know what is expected of them. Pupils are becoming confident communicators who are able to express their views well.
- Pupils know how well they are doing and how to improve by the constant verbal feedback and comments given by teachers and teaching assistants. Good use of praise and rewards encourages pupils to keep trying.

The behaviour and safety of pupils are outstanding

- The behaviour of the pupils is outstanding. Pupils acquire very good social skills and are most polite and helpful to staff, visitors and each other.
- Those few pupils who sometimes find it difficult to participate in learning are encouraged to remain in the classroom and complete some work, wherever possible. Behaviour policies and procedures are followed consistently and senior leaders are always available to give advice and support.
- Although some classrooms are quite small, staff make very good use of the spaces available, especially the outdoor areas, to meet the individual needs of those pupils who sometimes find it difficult to cope in the classroom.
- Pupils enjoy taking on responsibilities such as being on the school council, as eco-warriors or having classroom jobs, such as taking the register. Staff make sure that pupils have a say in what they learn and do in school.
- Attitudes to learning are generally very good. Pupils indicate clear enjoyment in their lessons and are keen to take part in activities such as playing sport or making meals. During the inspection, upper school pupils had a fabulous time rehearsing for Rock Challenge, a national competition where they will compete against mainstream schools with a short piece representing popular musicals. Every pupil who wants to be involved has a role and is rightly proud of their achievement.
- Pupils make excellent gains in their spiritual, moral, social and cultural development. Frequent

trips into the local community, opportunities to spend time in other schools, visitors such as the local police coming into school, participation in events such as Rock Challenge, exploring moral issues in drama lessons: all support their personal development as do days devoted to anti-bullying or world book day.

- The school's work to keep pupils safe and secure is outstanding. Pupils are confident there is no bullying in school and parents agree with this. Older pupils have a good understanding of different forms of bullying and school staff work hard to help younger pupils learn how to keep themselves as safe as they can.
- Workshops are provided for parents to help them work with the school to understand and share a consistent approach to managing risks such as cyber-bullying.
- Excellent partnerships with other agencies ensure pupils' health, mobility, communication and sensory needs are well-understood and met sensitively. Staff receive training in subjects such as administration of medication, checking of hearing aids, moving and handling, feeding and personal care to ensure every pupil's well-being has the highest priority.
- Attendance rates are good and absences are almost always due to medical conditions or illnesses.

The leadership and management are outstanding

- The headteacher, senior and middle leaders and members of the governing body work as a very efficient team constantly to seek ways to meet the increasingly complex needs of the pupils and students even more effectively. The team has been extremely successful in moving the school forward and developing new provision to meet demand, such as creating the new sixth form.
- Senior leaders have a very clear view of how well the staff and pupils are performing. Action has been taken to introduce new assessment materials to demonstrate more clearly the often very small steps of progress pupils make.
- The new assessment data have enabled senior leaders to identify areas for improvement. A focus on improving reading has had positive results and the range of resources has been renewed with the purchase of an old library van to create a new library for the school with books which are more appealing to different ages, abilities and interests, especially for boys.
- The school's senior and middle leaders are never content to rest on their current performance and have now analysed their most recent data and developed plans for their next targets for improvement, which are to develop pupils' writing skills and using and applying numbers, especially for the most-able pupils, still further.
- Performance management of teaching and learning is carried out regularly by senior and middle leaders and very clear feedback is given to teachers to help them improve their work. Over time this has resulted in improvements in teaching, so all of it is good and more of it is now outstanding.
- Senior leaders have provided excellent support to staff and identified professional development needs and interests. They have enabled staff to attend a wide range of courses for their professional development and the knowledge they gain is disseminated to other staff.
- The curriculum is constantly reviewed. The restructured leadership team now includes subject leaders. They have checked how well pupils are doing in their subjects and how successful teaching is, and have produced clear action plans to improve their subjects further. The curriculum is extremely well-adapted to meet the needs of the different pupil groups with severe learning difficulties, profound and multiple learning difficulties or autism, as well as those of the youngest pupils and oldest students in the school.
- Parents are hugely appreciative of the care the school provides to their children, as demonstrated in the responses to Parent View and the school's own questionnaire. They feel well-informed about what their children are learning through the use of home-school books, telephone calls, e-mails and photographs of what their children have been doing. The local community is very supportive of the school and contributes to fundraising events.
- The local authority provides light-touch support and is currently providing governor update

training. There is a good working relationship between the senior leaders and the local authority's improvement partner.

- Leaders have also created good partnerships with other schools to share good practice and for pupils to attend for sessions, although this is still to be fully developed.

■ **The governance of the school:**

- The membership of the governing body has been strengthened recently and provides an excellent range of skills and expertise to support the school's leaders. All governors have at least one link into the school, so they gain a good understanding of that aspect of the work of the school. They question school leaders effectively about performance management arrangements to ensure that pay progression is linked to good performance and pupil achievement.
- Governors monitor spending of the school's resources very well and invest funds in improving the environment. They monitor the spending of the pupil premium and primary sport funding to ensure it is used effectively. For instance, the sport funding has been used to purchase two new adapted bicycles as well as to bring in a range of new sports, training for staff and access to disabled sports competitions.
- Arrangements to meet the school's statutory safeguarding responsibilities are outstanding and governors check on this scrupulously. The governing body is currently liaising with the local authority regarding future 19- to 25-year-old provision.

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	118145
Local authority	East Riding of Yorkshire
Inspection number	434604

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

Type of school	Special
School category	Community special
Age range of pupils	3–19
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Alan Willson
Headteacher	Lesley Davis
Date of previous school inspection	9 June 2011
Telephone number	01482 667379
Fax number	01482 334691
Email address	stannescommunity.specialschool@eastriding.gov.uk

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