

Exhall Grange School and Science College

Easter Way, Ash Green, Coventry, CV7 9HP

Inspection dates 21–22 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Exhall Grange is a good school which provides a positive start to its pupils' lives.
- All pupils regardless of their background make good progress. Some pupils make outstanding progress from very low starting points.
- Pupils make outstanding progress in their social, moral, spiritual and cultural development.
- Teaching is good. All staff monitor the progress of the pupils carefully and use this to plan future learning.
- The headteacher, governors and staff have created a culture of improvement and are rapidly moving the school forward.
- The behaviour of pupils is good. They are polite and courteous to each other and towards adults. They attend lessons on time and generally work well and enjoy their learning. Where teaching is not at its best then pupils become distracted.
- Pupils, parents and staff all feel the school is a safe environment.
- The sixth form is good. Teaching is good and the school provides a wide range of learning and work-related experiences.
- The Early Years Foundation Stage is outstanding. This is due to excellent teaching, resources and planning.

It is not yet an outstanding school because

- Pupils' handwriting skills are not consistently developed across the school, which slows progress in other subjects.
- Pupils do not consistently have the opportunity to improve their work.

Information about this inspection

- The inspectors observed 26 lessons, 13 of which were jointly observed with the headteacher and deputy headteacher.
- Discussions were held with several members of the governing body including the Chair, pupils, senior staff and with a representative of the local authority.
- The inspectors took account of the 27 responses from parents to the online questionnaire (Parent View), as well as a recent school survey and the 61 responses to the staff questionnaire.
- The inspectors scrutinised a range of documentation including that related to the progress of pupils, their attendance, the senior leadership's self-evaluation and development planning, the monitoring of teaching and procedures for safeguarding.

Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Rosemary Barnfield

Additional Inspector

Roisin Chambers

Additional Inspector

Full report

Information about this school

- Exhall Grange is a smaller than average-sized school.
- The age range of the school is from 2 to 19 years of age, catering for pupils whose primary needs relate to sensory impairment, physical disability, complex medical needs and autistic spectrum disorder. All pupils have a statement of special educational needs.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium, which provides additional funding for children in the care of the local authority and those pupils known to be eligible for free school meals, is average.
- The older pupils experience work-related opportunities at North Warwickshire and Hinckley College, Nuneaton.
- More pupils than average start or leave the school at other than the usual times.

What does the school need to do to improve further?

- Raise the quality of teaching by providing greater opportunities for pupils to practise and use their handwriting skills across all subject areas and so improve their rates of progress.
- Raise achievement by making sure that teachers consistently provide opportunities for pupils to improve their work.

Inspection judgements

The achievement of pupils is good

- Given the varied nature of the pupils' disabilities, which are at times life limiting, pupils make good progress from low starting points. This is especially so in their language and communication skills, through the use of Braille and a wide range of specialist resources. This in turn helps pupils across the school to make good progress in reading, writing and mathematics.
- Pupils make excellent progress in their social, personal, moral and cultural development due to the wide range of opportunities the school provides for their development. The close links with local groups, the work carried out with specialist support agencies and the engaging way teachers cater for their pupils, results in them having excellent social skills and a positive understanding of society.
- The children in the Early Years Foundation Stage make outstanding progress from very low starting points. Excellent teaching and the rapid building of positive relationships, means that the children quickly become confident and happy. In turn this results in them having a positive learning attitude. This was clearly seen during a mathematics lesson, where the children skilfully and carefully followed and created a wide range of patterns.
- The sixth form is good and developing rapidly. The range of subjects taught is increasing with wider opportunities for vocational and work-related experiences. Pupils enjoy their learning and rightly feel the school prepares them well for their next steps in life. The results in 2013 were adversely affected by a number of pupils with serious illnesses. Taking these pupils into account, school information shows that the other pupils achieved well.
- The most-able pupils make good progress across the school and leave with a wide range of qualifications. Several pupils gained grade C in their GCSE examinations last year and are keen to take further qualifications. Most of these pupils move onto college and/or vocational studies. The information the school has on how pupils progress after they leave school indicates a very positive picture.
- Pupils who receive support through the pupil premium or Year 7 catch-up funding make good progress. The Year 7 funding is targeted to make sure that those pupils who enter the school at this point can make rapid gains in their achievement. Pupil premium funded pupils often enter the school with very low starting points, but leave the school having caught up to within a term of their peers in school.
- The senior leadership team and governors have tightened up the school's tracking and monitoring systems. This has resulted in greater accuracy regarding pupil progress. School information shows that all pupils make at least two levels progress and many make even higher rates of progress. However, the pupils' skills in handwriting are preventing some from reaching their fullest potential as they cannot always read their work and/or confuse numbers in mathematics.
- The primary sports funding is used effectively to develop a love of physical activity with all pupils. It provides for extra staff training and a wide range of resources. It provides pupils with every opportunity to participate no matter what their disability. In lessons observed, pupils clearly enjoyed their learning and showed good progress in their motor and general physical development.

The quality of teaching is good

- The senior leadership team has a good understanding of what makes good or better teaching. This has resulted in the close monitoring and development of teaching since the previous inspection. The school uses external support such as the local authority, local schools and external advisors to monitor its work. As a result teaching is consistently good with much that is outstanding.
- Teachers use information on their pupils' progress effectively to inform their planning. Ongoing assessment by staff during lessons means that teachers often change their lesson as it progresses to make sure pupils are making the best possible progress. This was effectively seen in a primary mathematics lesson where the teacher changed tack as a group did not fully understand, then switched back once they had grasped what they were learning.
- The sixth form staff and senior managers carefully check the pupils' progress at their outside provision. They communicate weekly with the providers to make sure that pupils' progress both academically and in terms of their behaviour is checked regularly. This ensures that the pupils' progress is consistent across the school and other providers.
- The highly positive relationships staff have with their pupils and the pupils have with each other are an outstanding element of the school. This means that pupils enjoy their learning and want to do their best. In a secondary physical education class, developing sports leadership skills, pupils actively encouraged each other to improve. Their relationships with the staff in turn gave them the confidence and self-esteem to provide explanations and instructions to others.
- Teachers plan well for their pupils and work is generally challenging and interesting. Resources are selected appropriately and the other adults who support learning are deployed effectively. All adults have good questioning and discussion skills and consistently remind the pupils of their learning. Teachers provide good feedback to the pupils on how to improve their work, but do not consistently give them the opportunities to actually carry out the improvements.
- Teaching in the sixth form is good due to staff being fully aware of all their pupils' learning needs. Appropriate resources such as Braille typewriters, laptops and computers and sound devices all make sure that every pupil can engage in learning. However, due to serious illness achievement has been inconsistent, but the school has robust strategies in place to resolve this situation.
- Teaching in the Early Years Foundation Stage is outstanding and provides the children with an excellent start to their education. Although the provision has relatively small numbers the school has made sure that the indoors and outdoors are very well equipped. This means staff provide lessons that are fun and fully engaging. Therefore, children rapidly gain confidence and self-esteem, leading to very rapid rates in progress.
- The senior leadership team and governors check teaching effectively and link this to 'Teachers' Standards'. Teachers are therefore well trained, especially to suit the changing range of disabilities and learning difficulties the school encounters. This means that the teachers feel valued and can use their new skills to develop their pupils at a faster rate.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is due to the positive attitudes of the teachers, who have high expectations of pupils' behaviour. All pupils spoken to stated they enjoyed school and this is partially why attendance is rising and better than similar schools nationally. Parents and staff

rightly feel that behaviour in school is good.

- Pupils attend lessons on time and move around the school calmly and sensibly. They know about the various forms of bullying, but insist that there is no bullying at Exhall Grange. School information regarding behaviour shows that exclusions are falling. The number of incidents of poor behaviour is falling rapidly; as pupils' confidence and self-esteem grows so their behaviour and achievement improves.
- In lessons pupils enjoy learning and concentrate on their work. Their books are generally neat and tidy. Pupils take a pride in their work and enjoy both their own successes and those of others. However, where teaching is not as strong and learning not as interesting, then pupils occasionally lose concentration and become distracted. This slows their own progress and sometimes that of others around them.
- The school's work to keep pupils safe and secure is outstanding. Pupils, staff and parents rightly feel the school is a very safe environment. The school grounds are secure and safeguarding procedures are excellent. All pupils spoken to stated that they could talk to the staff and they were confident they would make sure they were safe. The school works well with a range of other agencies to make sure all the pupils' needs are met.
- Pupils are taught how to stay safe both inside and out of school. Pupils understand risks and when to take them. They participate in creating risk assessments for visits and the activities they do in school.

The leadership and management are good

- The senior leadership team has worked hard to improve the school since the previous inspection. Self-evaluation and school improvement planning are effective. Teaching has been improved, tracking and monitoring systems made more robust and as a result achievement is rising across the whole school. The governing body has used training to improve its skills and understanding of its role. As a result they are more challenging of the leadership team and the progress of improvements.
- Leadership and management of the Early Years Foundation Stage are outstanding. This is because they have brought about rapid improvements in teaching, accelerated progress for the children and created lively and interesting indoor and outdoor learning areas. Children gain confidence rapidly and develop their skills at an accelerated rate.
- Leadership and management of the sixth form are good. The range of subjects taught is being extended in order to provide the pupils with a wider range of qualifications. Teaching in the sixth form has improved and brings about good progress for the pupils. Monitoring and tracking systems make sure that teachers have accurate information on which to plan their lessons.
- Leaders and managers at all levels make sure the school is a safe and secure place to learn and work. Resources have been purchased to make sure that all the pupils' needs are fully met. The pupil premium grant, Year 7 catch-up funding and the primary sports funding have all been used effectively. This has resulted in the rapid development of the pupils' language and communication skills as well as their personal and social skills.
- The leadership team has been strengthened and extended, with a new assistant headteacher and the development of subject leaders. The school has good links with the local authority and other local schools, which it uses to help improve the school. The senior leadership team carry

out checks of all aspects of the school. This is closely linked to the performance and pay progression of all staff. Continual training has improved staff skills and made sure that teaching is more consistent across the school. An increasing amount of teaching is now outstanding.

- Parents and staff are rightly very positive about the school and many of those who responded to the online questionnaire (Parent View) and those in the school survey and staff questionnaire made very positive statements. Several staff stated they were proud to work in the school and felt well supported. Parents felt the school provided a good foundation to their children's lives.

■ **The governance of the school:**

- The governing body has improved since the previous inspection. It has used the links with the local authority effectively to improve its skills. Governors regularly visit the school in order to cross-reference the information they are given by senior leaders. This means they know the school well, analyse information effectively and use this to challenge the school. They work well with the senior leadership team in raising the quality of teaching, through robust links of teachers' performance with their pay and training. All safeguarding procedures meet requirements. Governors carry out their statutory duties effectively. The governing body checks funding across the school and especially the extra government funding the school receives. It robustly holds the senior leadership team to account for the progress the pupils make as a result of this funding.

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	125794
Local authority	Warwickshire
Inspection number	442578

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	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	202
Of which, number on roll in sixth form	25
Appropriate authority	The governing body
Chair	Jonathan Earl
Headteacher	Christine Marshall
Date of previous school inspection	12 December 2012
Telephone number	024 76364200
Fax number	024 76645055
Email address	marshall.c1@welearn365.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

