

Stubbin Wood School

Common Lane, Shirebrook, Mansfield, NG20 8QF

Inspection dates 1–2 October 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- This is an outstanding school which goes from strength to strength.
- Excellent leadership and management, with very effective support from governors, have ensured that pupils make outstanding progress from the Early Years Foundation Stage to the sixth form, and that the quality of teaching is outstanding.
- The outstanding teaching challenges pupils to succeed. Assessments are used extremely successfully to improve individual achievement.
- Training provided for teachers ensures that pupils experience, and benefit from, a wide range of subjects and therapies matched precisely to their stage of development.
- The new school building is used effectively to provide pupils with excellent accommodation and resources for learning.
- Pupils' behaviour is outstanding. They are eager to learn and do their very best in class. Excellent social development has enabled them to participate successfully in community events.
- The school's work to keep pupils safe and secure is outstanding. Pupils are taught how to manoeuvre their wheelchairs safely around the new school site and how to keep themselves safe in a range of situations.
- Pupils' cultural and social understanding is enhanced by their work with visiting students from overseas. Children in the Early Years Foundation Stage make an excellent start, helped by expert staff and therapists offering an exciting range of activities that maintain children's interest.
- Primary-age pupils make rapid gains in their personal skills and in their academic work, particularly in reading.
- By the end of Year 11 pupils are exceptionally well prepared for their next stage. All gain worthwhile qualifications and accreditation and continue in education or training.
- The sixth form is outstanding. It offers students excellent preparation for life, developing their confidence alongside skills that prepare them exceptionally well for adult life.

Information about this inspection

- Inspectors visited eight lessons, across both sites. Seven of these were jointly observed with members of the senior leadership team.
- Inspectors examined pupils’ work across the school jointly with senior leaders. They also listened to pupils read and looked at their reading records.
- Meetings were held with a group of different pupils and informal discussions took place with different pupils when they arrived at school and at the end of the day. Meetings were also held with senior leaders, subject leaders, five governors and a local authority representative.
- Inspectors took account of 45 responses to the online Parent View questionnaire and also looked at e-mails from parents sent for the attention of the inspection team. Inspectors also looked at 44 Ofsted questionnaires returned from staff.
- Inspectors observed the school’s work and looked at a range of documentation, including the school improvement plan, the school’s self-evaluation, governing body minutes, safeguarding policies, information about pupils’ progress over time, records of behaviour, attendance figures and pupils’ health care plans.

Inspection team

Jeffery Plumb, Lead inspector

Additional Inspector

Lynn Stanbridge

Additional Inspector

Full report

Information about this school

- Stubbin Wood School makes provision for pupils with moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorder. A number of pupils also have medical conditions, including epilepsy.
- Eighteen months ago the school moved into a new purpose built building. It is co-located with an academy. The two schools share resources and teaching.
- At the time of the inspection, the building work was not complete.
- The school also manages a community nursery on a different site. This was part of the inspection. The nursery has capacity for 52 children. Eighteen places are for children undergoing statutory assessment in respect of their disability and/or special educational needs. At the time of the inspection there were 32 children in the nursery. Nine were in the process of being assessed. A small minority are also known to have additional needs.
- There is a children's centre on the same site as the community nursery. It is jointly managed by the governing bodies of this school and of Brookfields Primary School. It was not part of this inspection.
- All pupils on the main site have a statement of special educational needs. Those with special educational needs in the nursery are being assessed and do not as yet have a statement of special educational needs.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is above average.
- Most pupils are White British. Very few of the minority ethnic pupils are learning to speak English as an additional language. There are significantly more boys than girls on roll.
- The school makes use of alternative provision. Most sixth form students attend West Nottinghamshire College one day a week where they study practical subjects such as cooking and creative arts. Sixth form provision is relatively new. It grew from four students on roll last year to 14 on roll this year. Most students enter the school from other special schools.

What does the school need to do to improve further?

- Put current plans into action to refine subject leaders' skills in leading and managing their subjects across Key Stage 1 to 4.

Inspection judgements

The leadership and management are outstanding

- The headteacher and other senior leaders and governors provide outstanding purposeful leadership. They have developed an excellent ethos for learning among the whole school community. Consequently, pupils' behaviour and their achievement are outstanding.
- Senior leaders monitor the impact of teaching rigorously. Teachers and teaching assistants receive training and coaching based on these checks. They respond exceptionally well, making an exceedingly positive impact on the quality of pupils' learning.
- Assessment is used exceptionally well to plan next steps and ensure challenging targets are set and met. This enables any pupils who begin to lag behind to be given immediate additional support. The school is developing a preferred approach to assessment following the removal of National Curriculum levels, but it is too early to evaluate this.
- Leaders are ensuring that the curriculum is flexibly planned and, as a consequence, pupils' academic achievement is outstanding. Links with the on-site academy adds to the exceptional breadth and balance of subjects. Alongside developing National Curriculum changes, senior leaders have implemented new innovative therapies that significantly help pupils succeed. These therapies, known as 'the alternative curriculum' help all pupils to have an equal chance to succeed.
- Outstanding opportunities are provided to help pupils improve their communication, literacy and numeracy skills. The oldest pupils focus on preparing for a wide range of accredited qualifications. Work-related learning, including work experience, enables pupils to develop skills required for further education and employment.
- The curriculum ensures that pupils' spiritual, moral, social and cultural development is outstanding. Pupils learn about British values, for example by democratically electing pupils to sit on the 'The Young Voice' on the Local District Youth Council. Through links with schools overseas, including hosting pupils from China, they develop excellent tolerance of the beliefs of others. During residential trips they learn social skills and experience a wide range of diverse cultures. Older more able pupils consider themselves to be ambassadors for the school. They model what is right and challenge things that are wrong. The sensory garden evokes a profound sense of awe and wonder.
- Senior leaders have ensured outstanding use of primary school sports funding to purchase high quality equipment, such as wheelchair accessible adapted bikes. This has improved the quality of physical education for pupils with complex needs. Inter-school sports competitions improve pupils' level of fitness. Older pupils gain success as sports leaders.
- Pupil premium funding is used very effectively to raise achievement for disadvantaged pupils. Targeted support with reading, writing and numeracy ensures that these pupils make the same outstanding progress as their classmates.
- The school receives appropriate support and challenge from the local authority, as befits a school that was rated outstanding at its previous inspection. It supports the school in moderating its pupil progress data and so ensures its accuracy.
- The school provides helpful workshops for parents. It supports them in managing their children's behaviour and improving their communication. Most parents who stated a view would recommend the school to others.
- Although leadership at all levels is outstanding, including in the Early Years Foundation Stage and the sixth form, leaders are never complacent. The senior leaders analyse the impact of all leaders and managers robustly and have plans to further broaden and refine subject leadership skills to give even greater expertise to staff leading subjects across a wide age range of pupils.

■ The governance of the school:

- Governors provide outstanding support for the school and challenge its work very effectively. They contribute well to the school's self-evaluation and school improvement planning. They review the impact of their work. They have an accurate view of teaching and learning based on the interpretation of data and careful scrutiny of headteacher reports. They meet regularly with the school's local authority representative to moderate their judgements. Governors are overseeing the new changes to the curriculum and assessment effectively. They oversee the management of the headteacher's performance and ensure robust procedures for setting the headteacher's objectives. They hold the headteacher to account. They make sure that the legal requirements for safeguarding are met. They are meticulous about checking risk assessments to ensure the safety of slings and hoists and other specialist equipment.
- Governors hold leaders to account for its spending on primary physical education and sport funding, additional Year 7 catch-up funding and pupil premium funding. They keep a close eye on the school's budget. They ensure that the school promotes tolerance of and respect for people of different faiths, cultures and life styles.

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

- The behaviour of pupils is outstanding. Pupils have highly positive attitudes to learning. This is reflected in lessons, in their work and in their eagerness to participate in all school activities. Because pupils are positioned carefully, when required using specially adapted chairs and raised tables, they can reach the equipment required to learn. Thus they enjoy the challenging and interesting activities and so they are very successfully motivated.
- In the mornings pupils enter the school cheerfully and show courtesy to staff and visitors. They are respectful to each other and show kindness. There are no permanent exclusions and fixed term exclusions are exceptionally rare. The school's incident records show no bullying or racist incidents logged. Pupils agree and go on to say that there are no fights at school. Pupils' involvement in producing the school's anti-bullying policy enables them to fully understand and support its content and helps ensure its effectiveness.
- Behaviour management is outstanding. Rewards are given after pupils complete challenging work. Occasionally, when pupils with autistic spectrum disorders lose concentration, they are carefully helped to re-engage with learning.
- Corridors are orderly and calm during break and lunchtimes. There is no litter and all displays are looked after. Pupils are proud to belong to this school as evidenced by a recent school survey. The school regularly receives positive feedback about its pupils' behaviour on work experience.

Safety

- The school's work to keep pupils safe and secure is outstanding. Risk assessments are thorough and detailed. Visitors to the school are exceptionally carefully vetted to keep pupils safe. Trips out of school are scrupulously checked for safety. Pupils say that they feel safe at school. They have a trusted adult in school to go to and share any concerns.
- The more-able pupils expressed how to keep safe when using a computer and the older ones explained how to protect against harm on work experience. Intimate care needs of pupils are looked after with dignity and pupils eagerly said that they feel safe when they are 'poorly' because staff look after them so well. Pupils with good hand control and appropriate cognitive ability move their wheelchairs around the building with excellent regard for their own and others' safety.
- Attendance is monitored carefully and absence is usually linked to stays in hospital or frequent off site-visits to specialist clinics. Overall, pupils attend regularly and this contributes to their outstanding achievement.

The quality of teaching is outstanding

- The impact of teaching on pupils' learning over time is outstanding. Work in pupils' books, photographic evidence of their annotated work, the school's progress data and visits to observe learning in lessons contribute to this judgement.
- Work shows that pupils are rigorously challenged and they are encouraged to respond as fully as they can, thus making outstanding progress. In samples of work from different classes, there is evidence that work is set for each individual at exactly the correct level of challenge. Thus teaching meets the needs of all, including the more able and those who find learning very difficult.
- Basic skills are taught very effectively in a range of different subjects. Teachers' subject knowledge is excellent as is their understanding of a wide range of special educational needs within their classes. Relationships between staff and pupils are outstanding and pupils are given space to focus on a problem for a period of time to work it out for themselves. Teaching assistants make a very valuable contribution to pupils' learning.
- Teaching of reading is outstanding. Within a class there is much flexibility, and methods take full account of how each individual learns to ensure that maximum progress is made. A range of sensory stories, where pupils can point with their eyes, as well as pictures and text, are all put to best use. The variety of activities shows that all pupils are included and enabled to succeed.
- Successful opportunities are given to pupils to demonstrate life skills through problem solving. For example, in a sixth form lesson pupils were given the task of cleaning their flat up after a party because the landlord was about to visit. Learning included critical thinking, application of numeracy and effective communication. Questioning moved students into deeper learning and was typical of the close attention staff pay to meeting each pupil's needs in a way that prepares them exceptionally well for their future.
- Work shows that assessment is used outstandingly to move pupils on to new learning. It is used to set more demanding targets. Students in the sixth form are beginning to assess each other and this contributes to their confidence and helps them learn from one another.

The achievement of pupils is outstanding

- Evidence from the school's progress data, pupils' work and observations of the impact of teaching on pupils' learning over time demonstrates that pupils are making outstanding progress from their low starting points on entry to the school.
- Children in the nursery make outstanding progress in communication, mathematics and personal social and emotional development. Some of the children placed there for statutory assessment make exceptionally rapid gains.
- Throughout the school pupils make outstanding progress in English and mathematics. Attainment is different for each pupil because of their different needs but each individual makes outstanding progress in relation to their often complex needs and disabilities.
- Records show that progress in reading is outstanding. For some, depending on their starting points, this means learning to point at a story and move their heads to anticipate what is going to happen next, while for others, it means learning to read text accurately with understanding. Progress in writing is also exceptional. For some, this is when pupils can make marks in 'gloop'. For others, it is when they can write paragraphs using conjunctions in sentences. Mathematics progress, also excellent, ranges from pupils being able to follow an object in a straight line to those who can solve mathematical problems by carrying out simple calculations.
- By Year 11 pupils have made outstanding progress. In the summer of 2014 the more able pupils gained good GCSE passes in art and information and communication technology and gained Entry Level 2 and 3 in English and Entry Level 2 in mathematics. All, though, gained recognised qualifications that

demonstrated outstanding progress from their starting points. They also made outstanding progress in work-related learning and in developing independence skills such as shopping and preparing a meal. Most went on to college to follow foundation courses and some progressed into the sixth form at school.

- Sixth form students started out with pre-Entry Level at the start of the current academic year, but all are working at Entry Level 1 courses but with ambitious targets for when they leave. They make outstanding progress on their cooking and creative arts courses at West Nottinghamshire College.
- Pupils eligible for the pupil premium funding make the same outstanding progress as their peers in English and mathematics because of the outstanding support they receive. Year 11 pupils supported by catch up money last year made outstanding progress.
- The few pupils from minority ethnic groups including the few who speak English as an additional language make outstanding progress. There is no significant difference between the progress of boys and girls. Pupils with the most complex needs make rapid gains in communicating their needs using pictures and signs and in beginning to move with greater freedom because of the excellent support they get from a variety of specialist therapists.

The early years provision

is outstanding

- Leadership and management of the early years are outstanding and have ensured all aspects are outstanding. Data and work scrutiny show that the children being assessed enter nursery with skills and abilities that are well below those expected for children of their age.
- Over their time in the Early Years Foundation Stage children make outstanding progress in communication, mathematics, personal and emotional education and in physical development from their starting points. Some will transfer to different schools at the end of nursery. Those who progress to reception in this school will be below expected levels at the end of reception, being assessed for special educational needs provision. The other children also make outstanding progress and most of them move into reception at mainstream schools.
- Teaching and assessment are outstanding. Typically, children are given exciting tasks that maintain their concentration and help them learn. For example, children who early on in nursery concentrate well on spreading icing onto biscuits using a knife learn by the time they leave more general and advanced concepts such as that tools can be used for a purpose.
- Evidence shows that children who enter without speaking and with no behaviour boundaries learn to communicate and become increasingly ready to learn. A significant improvement noted in a number of children is the ability to move with increased balance and coordination control. This is because of the outstanding work of a team of therapists and teachers working together.

The sixth form provision

is outstanding

- All aspects of the sixth form, including its leadership and management, are outstanding. The curriculum plan is constantly adapted to meet individual needs. Students this year follow an Early Level Foundation Course at college one day a week and it is too early to evaluate the impact fully. The induction to college work and life gives students the opportunity to work alongside peers. They participate in practical activities like cooking and art and craft work, but have the opportunity to have lunch with other students. This is enabling confidence to grow rapidly and students' emerging maturity is evident.
- Back in school students follow a 'Personal Progress' course to help them learn to live independently. Resources to support this are excellent and used well. A designed bedroom to tidy and a washing machine and vacuum cleaner in their 'flat' are incorporated in well-thought-out plans to support the literacy and numeracy courses and problem solving activities. This enables learning to be meaningful and pertinent to students' future lives, and results in often outstanding progress.

- It is too early to evaluate this three year course totally, but it is clear that it is carefully thought out and it is planned that students will be moving on from baseline assessment to worthwhile qualifications by the end of their third year. The course encompasses early skills development and communication for all students including those with complex needs. Students know the object is to prepare as many as possible for employability, while getting suitable accreditations.

- Students behave outstandingly well and take responsibility for their learning. They are kept extremely safe. Scrutiny of a small sample of work and data gathered reflect the outstanding teaching, where individual plans identify targets that are regularly reviewed and ensure that students are constantly challenged to achieve.

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	113036
Local authority	Derbyshire
Inspection number	448926

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

Type of school	Special
School category	Maintained
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	147
Of which, number on roll in sixth form	14
Appropriate authority	The governing body
Chair	Andy Brickles
Headteacher	Lee Floyd
Date of previous school inspection	8 November 2011
Telephone number	01623 742795
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