

St Andrew's School

St Andrew's View, Breadsall Hilltop, Derby, DE21 4EW

Inspection dates 5–6 November 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Outstanding	1
Overall effectiveness of the residential experience		Adequate	3

Summary of key findings for parents and pupils

This is a good school.

- Leaders and governors are highly ambitious for the school. Their very high expectations and rigorous monitoring of teaching have ensured that teaching and learning are outstanding. Staff are held very well to account for students' progress and have high expectations of their students and themselves.
- Teachers use information about students' needs and progress very well so that work is closely matched to the next steps in students' learning.
- Achievement is outstanding because a high proportion of students make more progress than expected. For example, they achieve Entry Level qualifications, Functional Skills and sports and leisure qualifications. Parents and carers say that they are thrilled with the amazing progress their children make.
- Students enjoy school very much and have excellent attitudes to learning. Their behaviour is consistently good.
- The school promotes students' spiritual, moral, social and cultural development very well. All students are valued and respected as individuals and their self-esteem is very good as a result.
- The 24-hour curriculum is closely personalised for the needs of the students. It promotes their self-help and life skills very well.
- The sixth form is outstanding. Students acquire work-related and other key skills which prepare them exceptionally well for the next stage of their life.
- Residential students develop strong relationships with staff and enjoy the residential experience. They benefit greatly from the provision and develop life skills that they can transfer to their homes.

It is not yet an outstanding school because

- Leaders, managers and governors have failed to ensure that school complies with the Regulatory Reform (Fire Safety) Order 2005. This issue undermines the otherwise highly effective work achieved by the school.
- A few parents and carers wish they had further training from the school to help them understand their child's learning, so that their children are able to use their new skills at home.

Information about this inspection

- The inspection team visited 12 lessons, many jointly with members of the senior leadership team.
- A social care inspector visited the school's residential accommodation as part of this integrated inspection.
- Inspectors held informal discussions with students during lunch, at break time and on entry to school from transport and the residence. A meeting was held with members of the school council.
- Meetings were held with the headteacher, head of care, and members of the senior and middle leadership teams. The lead inspector met with four members of the governing body, the local authority school improvement officer and the teaching school alliance director.
- The inspection team considered the 32 replies to the school's own recent parental survey. There were insufficient responses to the online survey (Parent View). Inspectors took account of the 22 completed staff questionnaires and the 10 replies from the school's own survey.
- The inspectors observed the school's work and looked at a range of documentation, including the school improvement plan, a summary of the school's most recent self-evaluation, the school's monitoring of teaching and learning, records of governing body minutes, safeguarding procedures, information about students' progress over time, records of behaviour (including restraint) and attendance and exclusion figures. Inspectors looked at students' work and spoke to them about the progress they make, and examined teachers' planning for groups and individual students.

Inspection team

Lynda Morgan, Lead inspector

Additional Inspector

Peter McKenzie

Additional Inspector

Joanne Vyas

Social Care Inspector

Full report

Information about this school

- St Andrew's is a residential community special school that caters for students aged 11–19 years with severe learning difficulties and/or autistic spectrum disorders. All students have a statement of special educational needs or education, health and care plans. A high proportion has complex needs and the number of students on roll is increasing, with the proportion of students with autism spectrum disorders rising.
- There are 24 resident students and 77 day students. The residential provision, which adjoins the school on the same campus, was previously inspected in July 2013 and found to be outstanding.
- One third of students are eligible for the pupil premium funding, which is above average. This is government funding for pupils known to be eligible for free school meals and looked after children. The majority of students are White British, but there has been an increase in students who speak English as an additional language, especially from Eastern European families.
- There are 38 students based in the sixth form and the school works closely with the neighbouring daVinci Community School. The school has also set up and established 19–25 years provision known as 'Transition 2' for school leavers which is now governed by a sub-committee of St Andrew's School and funded through Derby College. This provides the opportunity for some students to further their education and improve life skills after leaving the school. There are significantly more boys than girls in the sixth form and across the whole school.
- The school is led by an executive headteacher who is a National Leader of Education, and is seconded to Ofsted. A headteacher and a head of care currently undertake the day-to-day running of the school.
- The school is a National Support School. One member of the leadership team is a Specialist Leader of Education. The Chair of the Governing Body is a National Leader of Governance (NLG). The school operates and takes a lead role in the alliance of mainstream and special schools known as the Derby Teaching School Alliance. The school also does outreach work within the City of Derby and beyond.
- A number of awards are held by the school which include: School Council Bronze Award, Parental Engagement Gold Quality Standard Mark, Nursing Award, Teaching School, and Financial Management.

What does the school need to do to improve further?

- Meet the national minimum standards for residential special schools by:
 - ensuring compliance with the Regulatory Reform (Fire Safety) Order 2005 (standard 7.1)
 - agreeing and implementing a robust system to assess and manage fire risk and evacuation across the whole site to include the main school, sixth-form buildings and the residential provision
 - ensuring that records show that all students, staff and visitors to the school and residential provision are fully aware of the evacuation procedures to follow.
- Extend best practice in the school by giving parents and carers further opportunities to attend training to support their children's education and development, especially in relation to how they might help their children to use the skills they have developed at school at home.

Inspection judgements

The leadership and management are good

- Senior leaders and governors have failed to ensure the school meets the national minimum standard for residential special schools to comply with the Regulatory Reform (Fire Safety) Order 2005 (NMS 7.1). A fire risk assessment has recently been carried out, but the school did not have a copy of this at the time of the inspection. This issue undermines the school's otherwise excellent and highly effective leadership.
- Leaders are highly ambitious for the students and totally committed to preparing them as well as possible for life after school. A culture which promotes high expectations for students' achievement, behaviour and personal development is very well established and understood by everyone. All students are treated equally and discrimination is not tolerated. Leaders ensure that students have the different resources each needs to help them to succeed. As a result, all groups achieve equally well.
- Senior leaders have a clear vision for development and are continuously seeking improvement to make the school as effective as possible. They work well together and are strongly supported by other leaders, for instance, those responsible for departments.
- Leaders carry out rigorous checks on the impact of teaching on students' learning. They provide clear information to individual teachers on their performance, focusing on strengths and areas for development. Robust objectives are set to improve the quality of teaching linked to national teaching standards and the school improvement plan. Teaching and support staff have excellent opportunities to develop their skills through training, enabling staff at all levels to further develop their leadership skills, or for support staff to train as teachers.
- Thorough systems are in place for the assessment and tracking of students' progress. The school has worked with a group of leading special schools to moderate its assessments of students' learning. This has confirmed the accuracy of its data and its view of students' progress. Inspectors' observations of students and scrutiny of their work confirms that this data is accurate and very well used by the school to evaluate its work, as well as plan for individual students.
- The school ensures realistic targets are set for each student that are broken into small steps for learning and development. Middle leaders keep a close eye on each student's progress in key areas of learning. The removal of National Curriculum levels has little impact on the school, as a large proportion of students are working below National Curriculum levels of attainment, and leaders focus on progress from starting points for all students.
- School and residential staff and leaders work extremely well together to ensure that students have continuity of provision and care. The 24-hour curriculum is broad, creative and highly relevant to students' needs, developing practical life skills and preparing them well for their lives ahead. From the moment students enter the school they are supported to be aspirational and this continues as they move through the school. For example, sixth-form students prepare snacks, which they sell to younger students. Much of their work is accredited through Entry Level, Award Scheme Development and Accreditation Network (ASDAN) which demonstrate their excellent progress and improving skills in personal and social development as well as their employability.
- Residential students are positively involved in a wide range of activities within the provision. They particularly enjoy dance, trips to the local shops, youth club and craft activities. Taking part in these activities helps to support their personal targets in school, which leaders ensure are matched carefully.
- Personal plans are exceptionally well designed, based on a detailed knowledge of needs. This means that all students follow programmes that help them improve their communication and numeracy skills very well. Students engage in a wide variety of subjects, which they really enjoy, including the opportunities they are given for playing musical instruments, singing in the choir and performing in concerts out of

school such as at the Derby Guildhall. There is an extensive programme of enrichment activities and trips.

- All students learn about life in modern Britain and British values within well-chosen topics in the personal, health and social education programme and throughout the curriculum. Students organise events to raise money for charities, recognising the difficulties experienced by groups of children outside of their school, they learn about 'Poppy Day', explaining what the poppies they are making stand for, and enjoy learning songs from the war. They have a very good cultural awareness and understanding and are keen to show and explain their work on Diwali. They have a strong sense of right and wrong and are very supportive of each other.
- The school works closely with a wide range of agencies and therapists to extend development and learning opportunities for students. Links with daVinci Community School, Lees Brook Community School and Bluebells enhance the opportunities that students have and students are proud to be part of these.
- The school works very closely with parents and carers, involving them and providing a regular flow of information about their children's learning. Parents say that communication with the school is very useful but they would like further opportunities to engage in training at school to support their children's learning and development at home.
- There is a strong emphasis on physical education and highly skilled leaders ensure that all students are fully included in lessons regardless of their difficulties. This has a very positive effect not only on their physical development but also to improve their self-esteem and confidence. Therapists and leaders ensure programmes are in place to support individual students. Students with particular talents are identified and supported to develop their skills. For example, two students are competing in county athletics.
- Careers advice and guidance is exceptionally good and so virtually all pupils go on to further education, training or employment.
- The school works productively with the local authority and this has enabled the school to refine the ways it checks on the impact of teaching and the progress of pupils.
- **The governance of the school:**
 - The governing body has not met its statutory duty to ensure that the school complies with the Regulatory Reform (Fire Safety) Order 2005 (NMS 7.1). All other statutory duties are met.
 - In all other respects, the governing body is well led and makes a very good contribution to the school's work. Its members are very active, use data extremely successfully and play a key role in the continuous improvement and success of the school. This includes the strategic work of the school within Derby Teaching School Alliance to deliver initial teacher training, provide training to schools on special educational needs and school-to-school outreach support.
 - The governing body ensures that the school is financially sound and members hold leaders to account through visits and the gathering of information. They ensure additional funds are targeted at disadvantaged students and know these students make excellent progress. They have a clear understanding of how the school promotes tolerance and prepares students for life in modern Britain.
 - Senior leaders share detailed information about the management of teachers' performance and governors are clear about the quality of teaching and the areas for development. They know which staff are rewarded for their good performance and which are supported to improve.

The behaviour and safety of pupils are good

Behaviour

Students' behaviour is outstanding. Students enjoy school very much and their positive attitudes to learning contribute greatly to their achievement. The attendance rate is improving and most absences are for medical reasons.

- Students move around the site calmly and they are polite and respectful to staff, visitors and each other. They are given appropriate responsibility; for example, they take the register or a message to the office. Many are able to come into school from transport without support from adults and make their own way to their classroom. School records show there is no evidence of any bullying. This is because staff know and value students as individuals and they, in turn, learn to recognise their difficulties and disabilities and treat one another with kindness and respect. This was especially evident during school choir as they encouraged two students who sang a duet and then as the whole group learned the song, 'It's a long way to Tipperary,' together.
- Residential students are encouraged to make decisions and choices. They practise new and established personal skills throughout their stay, which enables them to successfully move on to adulthood.
- Break and lunchtimes are very well organised and supervision is excellent. Students show good manners and develop good social skills, which they learn to apply on their community visits and in their shared work in the school. Activities are varied and resources are used creatively to ensure all students are included in activities productively. There are many opportunities for physical activities to improve co-ordination and movement.
- Students make considerable strides in their social development and their confidence in being with others. Those whose special needs mean that they might have challenges with their behaviour make marked gains in their ability to manage this and to think about the impact of their behaviour on themselves and others. This is because staff are experts at managing students' behaviour and supporting their personal development. Students show huge concern for each other when someone is distressed and great pleasure in each other's successes.

Safety

- The school's work to keep pupils safe and secure is good.
- The school's fire risk-assessment has recently been updated, but the school did not have a copy of this at the time of the inspection. However, the assessor has assured the school at the time of the inspection that the buildings are safe.
- Staff discuss the fire evacuation procedure with each residential student every half term and check their understanding. However, the records for this activity do not demonstrate that residential students have a good understanding of fire evacuation procedures.
- In all other respects, the safety of students is of an exceptionally high standard. The school provides high quality care and support and students say they feel safe. They have trusting relationships with staff. As students grow older and develop their personal skills the school does all it can to make them aware of how to keep safe. It carries out thorough risk assessments for activities that take place in the local community and ensures students learn about computer safety.
- The school is particularly successful in creating an environment in which students who have learning needs that might make them fearful of change or of new activities, feel safe to learn and 'have a go'. This is because of the trusting relationships they swiftly develop with teachers and because of the routines, resources and prompts that the school puts into place to reassure students.

The quality of teaching

is outstanding

- Teachers are highly knowledgeable about the learning needs of the students and how best to support their development. They are highly skilled in seizing opportunities to support students' communication and early reading and mathematical skills and making learning fun.
- Music, finger rhymes and stories all engage students' interests and enthusiasm and promote their interest in sounds, words and numbers. Each success is built on and celebrated carefully so that students are spurred on to try their best for their teachers. As a result, students make outstanding progress in their

reading, writing and mathematics skills.

- Lessons are exceptionally well planned so that activities closely reflect the next steps in students' progress and their individual targets, and thus support their movement towards these extremely well.
- Support staff are highly effective in developing students' basic and personal skills. They have excellent relationships with students and know exactly when to provide challenge and when to give support.
- The school has very-well-developed methods for promoting students' communication skills. As a result, all students are fully involved in all activities on offer in the school. Staff use a wide variety of approaches to help students understand, including signing, pictures, objects and symbols. Resources are carefully selected, including use of computers and other technological aids, to make the most of their engagement with learning. For example, in an English lesson students confidently took on the role of newspaper reporters interviewing the support staff and recording the questions and answers in preparation for a visit to a local newspaper.
- Students who have additional learning needs such as autistic spectrum disorders or more complex needs make outstanding progress because all staff are very well trained in the different techniques that will support their learning. Music, for example, is used extremely well to promote listening and to help students to understand that activities are to start and end. Signs, symbols and key words are used highly effectively to help students to identify what they must do next.
- Teachers and support staff have high expectations and this enables all students to make exceptionally good progress. Despite the considerable barriers to learning that some students face, they are encouraged and motivated to achieve their goal. Staff support students to have aspirations.
- Residential care staff work closely with teachers to provide seamless learning opportunities across the school and residential provision for each student. They are all highly skilled in communication, enabling residential students to achieve very effective outcomes in their personal targets and to develop self-help skills and self-esteem as a result.

The achievement of pupils

is outstanding

- Achievement is outstanding because a very high proportion of students make better than expected progress in reading, writing, speaking and listening and mathematics. This and the exceptional progress they make in their personal development and life skills prepare them well for the next stage in their learning. Students achieve very well on their vocational qualifications including those in bricklaying, painting and decorating, and animal care.
- The school's data, students' books and folders (especially their detailed learning journals) and observations of the impact of teaching on students' learning over time demonstrate that students are making exceptionally good progress from their starting points on entry to the school. This means that by the time they leave they have achieved outstandingly well.
- Year 11 and sixth-form students also make outstanding progress and achieve a variety of awards and qualifications including vocational qualifications. They also make very good progress in work-related learning and life skills, because of the ways in which they are supported to practise these. For example, students who serve in the café use their skills to count money and check change. Students are encouraged to develop their enterprise skills from entry to the school in Year 7, helping them to develop confidence in their learning and providing them with meaningful and highly realistic goals to achieve.
- Different groups of students, including boys and girls, those who speak English as an additional language, minority ethnic students, those with autistic spectrum disorders and those with highly complex needs, make equally good progress because they are given tasks which challenge their learning at exactly the right level of difficulty.
- More-able students make outstanding progress and some gain Entry Level qualifications, for example in

mathematics and technology, or Functional Skills accreditation in a range of key skills. They achieve so well because the school is swift to identify their promise and the courses that will enable them to succeed.

- Students attending daVinci Community School, or who have work-related opportunities within the community, access a range of courses to match their personal interests and abilities and achieve very well on these, including courses such as sport and leisure and small animal care. Lees Brook Community School and Bluebells also provide some of these courses.
- Disadvantaged students, including those who receive support through pupil premium funding, make at least as much progress as others.
- Residential students achieve at least as well as those who are not residential. They are encouraged to self-assess taking into account their achievements in relation to the 24-hour curriculum.

The sixth form provision is outstanding

- Students in the sixth form achieve exceptionally well and the school does everything it possibly can to prepare them for the next stage of their lives. Learning programmes are matched extremely well to the aspirations of individual students and the way they are prepared for life after school is exemplary.
- The curriculum provides students with exceptionally good opportunities to develop their personal and learning skills. They take part in work-related activities and work experience in the local community to increase their independence and employability.
- Students have good opportunities to work with daVinci Community School and to move onto 'Transition 2' the 19–25 provision set up by the school, governed by a sub-committee of St Andrew's School, and funded through Derby College. This gives them access to additional facilities, promotes opportunities to socialise with mainstream students, and supports their increasing confidence. Transition into college is introduced early on and visits arranged. The school's careers programme is very well developed.
- Teaching is outstanding and work is very well matched to students' individual needs. Achievement is tracked very closely to make sure students meet their challenging and aspirational targets. Teachers keep these next steps targets in mind and are very focused on supporting students' skills and knowledge so that they can achieve them. They make highly effective use of a range of communication methods to enable students to make choices and to succeed in these.
- Behaviour and attitudes of students in the sixth form are outstanding. Students are confident, helpful, cooperative and very supportive towards one another. They engage in their activities with great enthusiasm and really enjoy showing their work, in which they take great pride.
- Rigorous systems are in place to ensure students' safety in all activities, both in school, in residential provision and within the community. This includes work to support travel training to enable students to become more independent.
- Leadership and management of the sixth form are outstanding. The school works tirelessly to continue to improve and develop opportunities for students.

Outcomes for residential pupils	are outstanding
Quality of residential provision and care	is outstanding
Residential pupils' safety	is adequate
Leadership and management of the residential provision	are adequate

- The school has failed to ensure it meets the national minimum standard for residential special schools to comply with the Regulatory Reform (Fire Safety) Order 20053 (NMS 7.1). This means that the leadership and management of this provision is adequate, even though there are strengths in other elements of its practice.
- The outcomes for residential students are outstanding because the 24-hour curriculum provides such excellent opportunities for students to develop their social and emotional skills. Targets are clearly linked to educational targets to offer a valuable learning experience. Excellent partnerships between school and residential staff ensure that expectations are consistently high and enable outstanding progress.
- Students receive excellent induction into the residential provision. Activities are introduced at a pace which students can tolerate. Staff work closely with families to enable students to make exceptional progress. Some parents felt they would like to be involved more in school and would like to be invited to more training events.
- The school's inclusive ethos and underpinning philosophy is strong throughout the provision, ensuring residential students are in a supportive and nurturing community within which they are valued. An external professional said 'The school is very welcoming.'
- Residential students say they enjoy their meals. They are provided with a variety of meals and encouraged to eat a healthy diet. Staff and residential students eat together and enjoy a sociable and relaxed meal. They are encouraged to get involved with the preparation and cooking of meals and all residential students help with shopping.
- Medication is generally managed safely and stored securely. However, administration procedures could be improved.
- The residential environment consists of three areas; one of which is within the grounds of the school, known as The Bungalow. This houses a small group of residential students who are ready to take the next step towards independence. Bedrooms in all areas are individual and highly personalised. Students like their rooms and some bring in personalised items such as quilt covers. All three areas are homely, bright, well maintained and clean.

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>

Residential provision		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	113048
Social care unique reference number	SC053344
Local authority	Derby
Inspection number	448927

This inspection of the school was carried out under section 5 of the Education Act 2005. The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Special
School category	Community special
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	101
Of which, number on roll in sixth form	38
Number of boarders on roll	24
Appropriate authority	The governing body
Chair	Richard Betts
Headteacher	Heather Flockton
Date of previous school inspection	11 January 2012
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