



Office for Standards  
in Education

# The National Institute Of Conductive Education

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Does the school meet the requirements for registration?

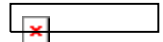
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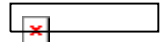
Does the school meet the requirements for registration?

## School details

### **Introduction and summary**

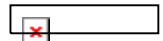


### **Purpose and scope of the inspection**



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

### **Information about the school**



The National Institute of Conductive Education was opened in 1995 by the Foundation for Conductive Education, a national charity established in 1986. It provides for pupils with motor disorders and associated learning difficulties. Pupils are taught by conductors, specialist instructors for pupils with motor disorders. Some of the current staff were trained in Hungary, where Conductive Education originated in 1945 as a result of the work of Andras Peto. The institute provides training placements in conjunction with theoretical education to degree level for student conductors who work alongside qualified staff to gain the essential practical training. The conductive method of teaching encourages children with motor disorders to achieve their potential through a wide variety of activities. The approach includes manual, psychological and social elements, and uses verbal mediation, rhythm and song. All pupils follow individualised programmes which focus on the development of movement skills.

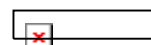
The school is registered for 29 day pupils aged three to eleven years. Currently, there are 19 pupils on roll. Thirteen are full time and six attend part-time at the institute and part-time at another school. Most of the pupils are funded by their local authority, but a number of the part-time pupils are

funded by their parents. The institute also provides a separate Parent and Child Service for the age range 0 to 3 years.

Most of the pupils have learning difficulties and some exhibit challenging behaviour and have language and communication difficulties including autism. All have a statement of special educational need (SEN). The attainment levels of most pupils when they first attend the school are extremely low in relation to those expected of pupils of a similar age.

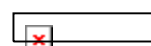
In its prospectus the school sets out its aims, amongst which are: 'To conduct (lead) the development of personality, to achieve activity, problem solving, self-expression, spontaneity. To provide access to the Foundation Stage Curriculum and the National Curriculum within a conductive approach.'

### Summary of main findings



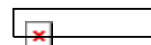
The National Institute of Conductive Education is a very good school. It meets successfully the physical, academic, personal and social needs of its pupils. There is a very positive ethos for learning. The ratio of staff to pupils is high, and this enables pupils to be well cared for and supported. Once in school, the pupils settle quickly and become familiar with routines and practices. At the heart of the work of the school is the expectation of pupils to gain greater mobility and independence as well as academic improvement. This is achieved by skilfully integrating the National Curriculum with the conductive curriculum, thus enabling pupils to learn and make good progress. The quality of the teaching is very good. Staff work effectively as a team and this, together with good communication with parents, helps to reduce the difficulties that hinder learning. Greater use could be made of information and communication technology (ICT) to enhance pupils' learning in some areas. The school's senior managers have a good insight into the school's strengths and weaknesses, and a clear vision for its future development.

### What the school does well



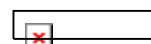
- the very good leadership and management provided by the head teacher, with support from the two group leaders, ensure that all staff are able to make a clear contribution to pupils' physical, emotional, social, academic and personal development;
- the school enables pupils to derive the greatest benefit from the curriculum by identifying the most appropriate learning style for each individual and planning a personal programme of work accordingly;
- very good teaching ensures that the pupils make very good progress and achieve the targets set for them. The quality of the teaching is enhanced through the good training opportunities for staff;
- detailed assessment is made of pupils' academic, physical, social and personal development, and this information is used well to set targets for improvement;
- all the adults, including parents, involved in teaching and supporting pupils share a common approach. As a result, pupils gain confidence and improve their self esteem;
- there are very good procedures to ensure the health, safety and security of pupils; and
- the school provides a high quality purpose-built learning environment.

## What the school must do in order to comply with the regulations



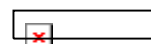
- prepare and submit to the local authority and on request to the Secretary of State, an annual account of income received and expenditure incurred by the school for each pupil;
- prepare and submit to the Secretary of State an up to date fire risk assessment report;
- carry out evacuation procedures termly; and
- include additional detail within the information it provides for parents, as detailed in section 6 of this report.

## Next steps

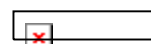


- not specifically required by the regulations to address these matters, in its drive for continued development the school may also like to consider:
- further developing the use of ICT in teaching and learning.

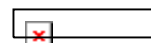
## Compliance with the regulations for registration



### 1. The quality of education provided by the school



#### The quality of the curriculum



The school is successful in fulfilling its aim to deliver a broad and balanced curriculum based on the Foundation Stage Curriculum and the National Curriculum programmes of study, within the overall framework of Conductive Education.

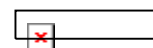
The school provides both full and part-time education. Full-time pupils attend for 35½ hours per week and under fives for 25 hours. The curriculum is taught through the Conductive method, which links together the pupils' academic and personal development. The quality and implementation of the curriculum are very good. The school has a clear written curriculum policy and detailed schemes of work which guide teachers' long, medium and short term planning. A trustee governor who has experience of both teaching and teacher training regularly monitors planning, observes lessons and gives feedback to staff. The academic curriculum is based on the Early Learning Goals of the Foundation Stage curriculum and the National Curriculum for older pupils. It includes the National Strategies for Literacy and Numeracy.

Appropriate emphasis is given to developing pupil's literacy and numeracy skills as well as investigative skills in science. The curriculum includes the teaching of ICT but not enough emphasis is placed on its use in other subjects. The core subjects of English, mathematics and science are taught by specialist teachers. Other subjects are taught successfully through topic work.

The school provides a programme of personal, social and health education (PSHE) which is of very good quality. It is seen as central to the educational entitlement of all pupils and reinforced through all subjects. There are policies and guidelines for sex education, which contain an appropriate statement about parents' right to withdraw their children if they so wish. Individual programmes give priority to movement and physical skills and include targets for self-care, physical independence and speech and communication.

The curriculum is supported effectively by a range of enrichment and off-site activities, which provide pupils with opportunities to enhance their learning in practical ways. Very good use is made of the City's resources including the local Midland Arts Centre to achieve this.

### **The quality of the teaching and assessment**



The quality of teaching is very good. It was good or better in all lessons observed during the inspection. This consistent quality of teaching ensures that pupils achieve well and make very good progress toward their targets.

Teachers have a clear understanding of the physical needs of their pupils as well as their individual special learning needs. They have high expectations of what they can achieve and pupils respond well to this. They modify the curriculum skilfully and plan tasks well to reflect the pupils' needs. Varied teaching strategies are used to motivate and engage pupils' interests. For example, during the inspection a teacher planned a practical mathematics lesson on mass, capacity and length which successfully met the conductive and academic objectives that were set for the individual pupils. This meant that with support from staff and special resources, three of the pupils were able to measure and compare their weights using the correct instrument and units of measurement.

Older pupils are taught English, mathematics and science by specialist teachers. As a result of the very good teaching in English, pupils acquire a good range of basic skills in speaking and listening, reading and writing. Whilst ICT is used effectively to meet the individual needs of pupils in some lessons, greater use could be made of this resource in other subjects.

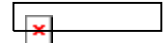
The teamwork between all adults who work in the classroom is very good. Learning support assistants and student conductors are well prepared and supported by the group leaders. They have very good relationships with the pupils and know them so well that they are able to assist with the delivery of individual programmes. Due to effective planning, clear expectations, and the consistent management of behaviour, pupils make very good progress.

The procedures for assessment are very good. They enable the staff to set accurate targets and monitor progress, especially in the core subjects, and in physical, personal and social development. The school carries out assessment of pupils' attainment, personal and social development, and behaviour during their first few weeks in school. This, combined with the information received prior to placement, provides the school with a clear baseline from which to set targets and measure progress. Each pupil has an individual education plan (IEP), which is up to date and charts clearly the progress made in targeted areas since admission. Weekly evaluations are made of progress in all other curriculum areas and this information is used for termly reviews of IEPs, annual reviews, parents' evenings and end of year reports. Records are extremely well organised, and provide a complete overview of pupils' achievements and progress.

***Does the school meet the requirements for registration?***

Yes.

**2. The spiritual, moral, social and cultural development of pupils**



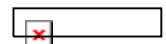
Very good provision is made for pupils' spiritual, moral, social and cultural development. Each class has a daily act of collective worship which is broadly Christian in content. The three groups get together weekly for a full assembly. Good use is made of poems and repetitive rhymes, to reinforce speech and communication skills. The school makes a point of celebrating the festivals of the major religions, which reflect the different faiths of the pupils. Teachers provide a very calm and reflective ethos in lessons where pupils learn to listen to them and to each other. The policies for religious education and collective worship are very clear, with spirituality and inclusiveness clearly stated in the aims and objectives.

Through PSHE pupils learn about living in a community, their rights and responsibilities and respect for others. Social development underpins all activities, and pupils are encouraged to make choices at meal times and in free activity sessions. The progression to independence gives pupils a sense of achievement which boosts their confidence and self-esteem. Moral choices are reinforced through daily experiences, and pupils are encouraged to take responsibility for their own behaviour and to support others in their group. Staff provide excellent role models for pupils by the way they conduct themselves. Opportunities for cultural development are good. Aesthetic awareness is promoted through the many creative activities and many external visits. Music, particularly repetitive songs, are used effectively in lessons to help articulation and thinking skills.

***Does the school meet the requirements for registration?***

Yes.

**3. The welfare, health and safety of the pupils**



The school provides a safe and healthy environment for its pupils and their welfare is given the highest priority. The school has a designated health and safety officer, who has responsibility for all health and safety issues. There is a clear health and safety policy, which lays out the responsibilities of the Trustees and managers. All staff are aware of their responsibility for ensuring pupils' welfare, health and safety, and the induction process ensures staff joining the school are fully informed about health and safety procedures.

Policy documents overall are clear and precise and are reviewed annually. They cover areas such as child protection, behaviour, educational visits, and fire safety. The school follows the LEA's Advisory Service guidance on the use of minibuses by day care nurseries, and ROSPA advice on carrying children safely. All visits are fully risk-assessed. The policies meet the regulations fully and are known, understood and implemented by all staff. The conductive staff are well trained in the management of specific conditions which may affect individual pupils and there are sufficient staff qualified in First Aid. All staff have had training on the handling and movement of pupils.

Staff are deployed appropriately throughout the day to ensure the supervision of pupils, whether in the building or on outings and visits. The school has a very positive approach to behaviour

management, which all staff apply consistently. On the rare occasions when inappropriate behaviour occurs it is dealt with effectively.

Fire procedures are generally good and there is good delegation of staff as fire safety officers. All staff are trained in evacuating the pupils from the building and the process is evaluated following each practice. As a consequence of the last evaluation, the fire safety officers wear fluorescent armbands for clearer identification. However, the turnover of staff is such that more frequent drills are needed to ensure all new staff become familiar with the procedures as soon as possible. The school has not yet completed its fire risk assessment for the current year.

***Does the school meet the requirements for registration?***

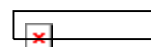
The school meets most, but not all of the requirements for registration.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- improve the level of fire safety by ensuring that evacuation procedures are carried out more frequently for the benefit of new staff, and that a fire risk assessment for the current year is completed and submitted to the Secretary of State (paragraph 3(5)).

#### **4. The suitability of the proprietor and staff**



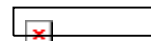
The proprietor, who is also the director of the Foundation, provides very good strategic direction and support for the school. He reports to the Board of Trustees, which has overall responsibility for the legal and financial running of the charity. Recruitment procedures have been established which ensure that all staff appointed to the school have undergone appropriate checks and are suitable to work with children. A strength of the school is its commitment to the professional development of its staff. In addition to the support and training provided by the headteacher and a trustee governor, who is a retired teacher and experienced teacher trainer, the staff have access to a wide range of local and national training opportunities. This influences the quality of the teaching and benefits the pupils.

The Institute supports staff who wish to gain qualified teaching status through the Graduate Teacher Training Programme. A few of its former staff completed their training whilst at the Institute and are now working in other educational settings. Currently the headteacher, who is also a qualified conductor, is the only full-time qualified teacher. There is one other qualified teacher who works part-time, but among the remaining members of staff there is a good range of expertise and training. Two of the unqualified teachers are near to completing a Master of Arts degree in Education, and others are trained in autism, child protection, first aid, control and restraint procedures and dealing with child abuse. Overall there is a very wide range of expertise in the school, and this makes a significant contribution to the quality of the educational provision.

***Does the school meet the requirements for registration?***

Yes.

#### **5. The suitability of the premises and accommodation**



The school is set in parkland. It was designed and custom-built in 1995 and its premises and accommodation are of a very high standard. Access to the school is controlled through a security system. It is a safe building where emergency evacuation can be carried out quickly and efficiently. It is fully accessible to any disabled or non-ambulant pupils, staff and visitors.

Although there are no specialist rooms for practical subjects, classrooms are designed for flexibility and can be extended for whole school activities, or screened off for smaller group work. The kitchen provides good quality meals and facilities for preparation are of a high standard.

All the accommodation is well maintained and clean. The classrooms are light, airy and attractively decorated, with plenty of space for a range of physical and educational activities. Rooms are furnished with equipment and resources, which are very appropriate for the individual needs of pupils. All this has a positive impact on the quality of teaching and learning.

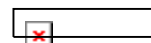
The school is surrounded by large and pleasant gardens to which the pupils have access. An additional garden is planned to incorporate activity equipment and tactile features.

The premises and accommodation are strengths of the school since they have been specifically planned for the very precise special needs of the children and pupils who use them.

***Does the school meet the requirements for registration?***

Yes.

## **6. The quality of information for parents and other partners**



The information provided for parents, carers, and other professionals involved with the well-being of the pupils is good. Responses to the parents' questionnaire indicated that most parents feel well informed about their children's progress and feel comfortable about contacting its staff if they wish to discuss any matters of concern. Daily communication with parents is promoted through home school diaries. Parents' evenings are held twice yearly. Detailed progress reports are provided through the annual review system to which all interested parties and professionals are invited.

Although the current school prospectus provides explicit details of the Institute's provision, procedures and practices, it does not include information concerning how it provides for pupils with English as an additional language.

The review systems are thorough and are held frequently during the period of a pupil's time at the school. Individual education targets are set, reviewed regularly, and reset when they are achieved or need adjusting. The school has established good links with other schools which its pupils attend. Staff frequently attend planning and review meetings in these schools. The Institute provides on request training and support for staff of primary and secondary schools who are likely to be involved in the future education of their pupils.

***Does the school meet the requirements for registration?***

No.

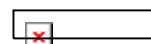
***What does the school need to do to comply with the regulations?***



In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide to parents the particulars of the educational and welfare provision for pupils for whom English is an additional language (paragraph 6(2)(f)); and
- where the local authority wholly or partly funds a pupil, who is registered at the school, prepare an annual account of income received and expenditure incurred by the school in respect of that pupil and submit it to the local authority and on request to the Secretary of State (paragraph 6(7)).

## 7. The effectiveness of the school's procedures for handling complaints

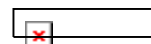


There is a clearly expressed policy for handling complaints, which is shared with parents, and placing authorities. It is one of a number of documents supplied along with the school prospectus. The policy was recently amended and fully meets the regulations.

### ***Does the school meet the requirements for registration?***

Yes.

## School details



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Name of school:	National Institute of Conductive Education		
DfES ref number:	330/6080		
Type of school:	Special		
Status:	Independent		
Age range of pupils:	3-11 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 7,	Girls 6,	Total 13
Number on roll (part-time pupils):	Boys 5,	Girls 1,	Total 6
Number of boarders:	Boys 0,	Girls 0,	Total 0
Number of pupils with a statement of special educational need:	Boys 12,	Girls 7,	Total 19
Annual fees (day pupils):			
Annual fees (boarders):	N/A		
Address of school:	Cannon Hill House Russell Road Moseley Birmingham B13 8RD		
E-mail address:	foundation@conductive-education.org.uk		
Telephone number:	0121 449 1569		
Fax number:	0121 449 1611		
Headteacher:	Mrs Wendy Baker		
Proprietor:	Mr Andrew Sutton		
Chair of the governing body:			
Lead Inspector:	Sheila Boyle		
Dates of inspection:	17-20 May 2004		

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