

# St Andrew's School

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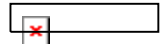
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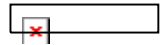
Does the school meet the requirements for registration?

## School details

### **Introduction and summary**

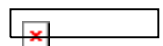


### **Purpose and scope of the inspection**



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.

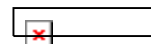
### **Information about the school**



St Andrew's School is a small special school, which provides full-time education for up to 12 pupils aged 6 - 12 years, who have communication difficulties including autistic spectrum disorder. At the time of the inspection there were three full-time pupils on roll and four who attend for tutorial sessions once per week. It also provides a tutorial service for a small number of pupils who are on the roll of another school or being educated at home. Those who attend full-time have the opportunity to spend some time in a local mainstream or special school. The school was founded on the principles of Quakerism, although its pupils are not necessarily Quakers. Pupils are placed at the school either privately by their parents or by the local education authority (LEA). Those placed by the LEA have a statement of special educational need (SEN).

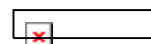
St Andrew's School has been registered with the Department for Education and Skills since 1990. It has charitable status and is administered by a Board of Trustees. The school is housed in the premises of the former village school with access to the adjacent village hall for both educational and recreational activities. The staff liaises with the local health authority for the planning of specialist services such as speech and language therapy and occupational therapy.

## Summary of main findings



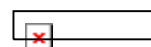
St Andrew's School is a very good school. It successfully meets the emotional, physical, academic, personal and social needs of its pupils. There is a very positive ethos for learning. Pupils are well cared for and supported. At the heart of the work of the school is the promotion of pupils' self-esteem so that they gain greater confidence and independence as well as academic success. The quality of the teaching is very good; the staff work effectively as a team and there is good communication with parents. Particularly good use is made of information and communication technology (ICT) to enhance pupils' learning. The school's managers have a clear vision for its future development.

## What the school does well



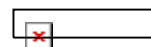
- it enables pupils to develop their individual strengths and skills in a secure environment.
- it enables pupils to derive the greatest benefit from the curriculum by identifying the most appropriate learning style for each individual and planning a personal programme of work accordingly;
- the very good leadership and management provided by the headteacher, ensure that all staff are able to make a clear contribution to pupils' spiritual emotional, social and personal development;
- very good teaching ensures that the pupils make very good progress and achieve the targets set for them;
- detailed assessment is made of pupils' academic, physical, social and personal development, and this information is used well to set targets for improvement;
- there are very good procedures to ensure the health and safety of pupils; and
- the school has positive links with home and the wider community.

## 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 who is wholly or partly funded by the local authority; and
- ensure that the uneven surface of the rear play area is made safe.

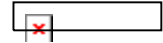
## Next steps



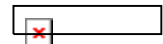
Whilst not required by the regulations, the school might wish to consider the following points for development in order to raise standards further:

- review subject policies to bring them into line with the most recent developments in the National Curriculum; and
- plan for more opportunities to prepare pupils for life in a multi-cultural society.

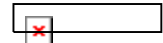
## Compliance with the regulations for registration



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



#### The quality of the curriculum



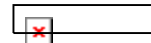
The quality of the curriculum is very good. The school meets its aims to develop the individual strengths and skills of its pupils and to prepare them for life within a Christian context. The pupils derive the greatest benefit from the curriculum because staff are skilful in identifying the most appropriate learning style for each individual. Teachers' long-, medium- and short-term planning ensures a good match of tasks to pupils' capabilities and interests. The content of National Curriculum programmes of study is modified considerably and taught through the Training and Education of Autistic and Related Communication Handicapped Children programme (TEACCH). Weekly and daily planning is organised around the targets set in pupils' individual education plans (IEPs).

Schemes of work are in place for all National Curriculum subjects. The school recognises that some of its subject policies need to be updated and further refined as some of the documentation has not kept pace with all recent developments.

Besides the focus on developing pupils' basic communication skills, very good opportunities provide for their creative and physical needs. There is a full range of creative activities; the school is well resourced with musical instruments and art lessons are practically based. Each full-time pupil has an individual fitness programme, which has been devised by a professional fitness coach. Pupils are given experience of the culture and language of European countries as part of their individual studies. The school provides pupils with very good access to ICT and the pupils use the school's intranet and now have access to the internet to customise their work. ICT is used creatively to support and improve pupils' communication skills and enhance their learning.

The development of pupils' independent living skills is a key feature of the curriculum and is achieved through individual programmes of personal, social and health education (PSHE). Citizenship is included in pupils' individual programmes, but they are also encouraged to consider elements of good citizenship as a group. For example, the pupils discussed the kind of rules which would be appropriate for making a happy school, and helped frame them into the school's 'Golden Rules'. There is a good range of enrichment activities, which support the content of individual subjects and the PSHE programme. Pupils enjoy the experience of being included in local mainstream schools; they derive positive benefit from these chances to interact with their peer group and the wider community.

## The quality of the teaching and assessment



The quality of teaching is very good. It was good or better in the majority of 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 their pupils' individual communication difficulties as well as their special learning needs. They have high expectations of what they can achieve and pupils respond well to this. Staff modify the curriculum skilfully and plan tasks well to reflect the pupils' needs. Varied teaching strategies are used to motivate and engage pupils' interests. There is a good balance between practical work and written tasks. For example, during the inspection a pupil had a mathematical task which required him to estimate the dimensions of the playground and measure it using a trundle wheel. With support from the teacher, he was then able to calculate the difference between his estimate and the actual measurements.

All pupils are taught English and mathematics daily through the TEACCH programme. As a result of this personalised approach, they acquire a good range of basic skills in speaking, listening, writing and the use of number, and their reading skills improve significantly. ICT is used effectively to enhance teaching and learning across a range of subjects. Pupils use word-processing skills, for example in English to redraft pieces of written work, and on spreadsheets in mathematics to represent and interpret data they have gathered.

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, the staff have access to a wide range of local training opportunities. This influences the quality of the teaching and benefits the pupils.

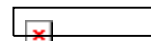
The teamwork of all adults who work in the classroom is very good. Learning support assistants are well prepared and make a valuable contribution to both the quality of teaching and pupils' learning. They have very good relationships with the pupils and their parents. They know the pupils so well that they are able to assist with individual programmes. As a result of effective planning, clear expectations, and the consistent management of behaviour pupils make very good progress. The parents acknowledged the contribution made by all the staff to their children's increased confidence and self-esteem.

The procedures for assessment are very good. They enable the staff to set accurate targets and monitor progress, especially in the areas of communication and in physical, personal and social development. The school carries out an assessment of pupils' attainment on admission. This, combined with the information received prior to their placement, provides the school with a clear baseline from which to set targets for improvement. Each pupil's IEP, is regularly reviewed to chart their progress in targeted areas from the time of admission. A regular evaluation is made of progress in all other curriculum areas, and this information is used for annual reviews and end-of-year-reports. Records are well organised, and the end-of-year reports provide parents with 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



Provision for pupils' spiritual, moral and social development is very good, and the provision for their cultural development is good.

The school maintains a Christian ethos based on the tenets of Quakerism and pupils have many opportunities in lessons for reflection on ideas, experiences and moral issues. The majority of lessons are conducted in a very peaceful but purposeful atmosphere. The reflective assembly at the end of the day enables pupils to think about and share their achievements and experiences with others.

Staff provide very good role models, both by example and by encouraging pupils to make appropriate choices and take responsibility for their actions. This is a significant feature of the TEACCH strategy. As a consequence, pupils increase in self-knowledge, self-esteem and self-confidence while they are at the school. There is very good evidence of pupils working for others, including the help they give to maintain the local railway station garden and their fund raising for Children in Need.

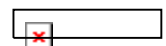
The range of activities, both within and outside school makes a very positive contribution to pupils' social development. Pupils are encouraged to work together as a small group, learning to share and care for each other.

Opportunities for pupils' cultural development are good overall and well integrated within the subjects of the curriculum. However there is less evidence of preparation for life in a multi-cultural community.

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

Yes.

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



St Andrew's School safeguards its pupils very effectively. It has policies and practices that minimise the health and safety risks to pupils and meet fully the registration requirements. All staff undertake their responsibilities thoroughly and carefully in relation to pupils' welfare, health and safety.

School policies are comprehensive and include procedures for child protection, anti-bullying strategies, health and safety issues, fire safety and educational visits. Fire safety precautions are carried out regularly and systematically recorded. The school ensures that there is always one member of staff on the premises who is qualified in First Aid; they are also always included on educational visits. Medicines are stored safely and appropriate records kept.

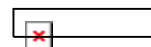
There is a very good ratio of staff to pupils and pupils are supervised at all times in the building, in the grounds and on educational visits. The reward system for pupils is balanced by an appropriate range of sanctions, the combination of which promotes good and improving behaviour.

Arrangements for the registration of admissions and attendance meet the requirements fully. Attendance is monitored daily and any unexplained absence is immediately followed up.

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

Yes.

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



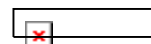
The Board of Trustees provides good support for the school. The trustees have overall responsibility for the legal and financial running of the charity. Recruitment procedures have been established which ensure that all staff appointed to the school have undergone appropriate checks and are suitable to work with children.

Overall there is a good range of expertise in the school, and this makes a significant contribution to the quality of the educational provision. The headteacher is a qualified TEACCH instructor. She provides on request training and advice to other professionals about this specialist field of education. The school has also employed a part-time instructor to enhance the physical education programme and to promote the pupils' mobility and coordination skills.

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

Yes.

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



St Andrew's School is in a very attractive setting and is well maintained, with the exception of the pupils' play area at the rear of the school, which is uneven and needs resurfacing. The accommodation is small, but satisfactory. There is a range of discrete rooms used for specialised and individual teaching, including an ICT room. A room has been designated as a quiet area and another teaching area is used as a medical room when necessary. The main classroom is bright and appropriately furnished and equipped according to the age and needs of the pupils. There are attractive displays of pupils' work throughout the school.

The school has access to the well-maintained village hall next door, which pupils use for physical and creative activities. They maintain a plot in the local allotment, which supports their environmental studies. Good use is made of the many local resources including a leisure centre which is used for swimming lessons and recreation.

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

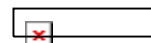
The school meets all the requirements except one.

##### ***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:

- ensure that the uneven surface of the rear play area is made safe (paragraph 5(t)).

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



The prospectus provides all the required information for parents. Annual reports provide a clear overview of pupils' progress and attitudes. The teachers maintain close contact with parents and carers by telephone and through the home-school books. The school does not provide an annual account of income and expenditure for the local authorities who fund the pupils.

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

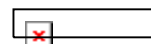
The school complies with all but one of the requirements.

***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:

- where a pupil who is registered at the school is wholly or partly funded by a local authority, 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 in respect of that pupil (paragraph 6(7)).

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

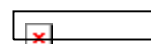


The school has a complaints policy, which sets out procedures, responsibilities and timescales. It fully meets requirements.

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

Yes.

**School details**



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Name of school:	St Andrew's School
DfES ref number:	926/6145
Type of school:	Special day school for pupils with communication and associated learning difficulties
Status:	Independent
Age range of pupils:	6 - 12 years
Gender of pupils:	Mixed
Number on roll (full-time pupils):	Boys 3,                      Girls 0,                      Total 3
Number on roll (part-time pupils):	Boys 4,                      Girls 1,                      Total 5
Number of pupils with a statement of special educational need:	Boys 3,                      Girls 0,                      Total 3
Annual fees (day pupils):	£5,892 to £18,420
Address of school:	Lower Common East Runton Norfolk NR27 9PG
E-mail address:	head@standrewseastrunton.wanadoo.co.uk



Telephone number: 01263 511727  
Fax number: 01263 511727  
Headteacher: Ms G Baker  
Proprietor: St Andrew's School Trust  
Lead Inspector: Ms Sheila Boyle  
Dates of inspection: 15 - 18 November 2004

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