

THE OLD SCHOOL

**CHURCH END, ANSLEY, NUNEATON,
WARWICKSHIRE CV10 0GR**

Reporting Inspector: Mr J E Hosegood HMI

Dates of inspection: 8-10 June 1999

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Information about the school

Type of school:	Pupils with emotional and behavioural difficulties (EBD)
Type of control:	Independent
Age range:	11-17
Gender:	Mixed
Address:	Church End, Ansley, Nuneaton, Warwickshire CV10 0GR
Telephone/fax number:	01203 394801
Principal:	Mrs G Fudge
Proprietar	The George Academy Ltd

The inspection team comprised:

Mr JE Hosegood HMI (Reporting Inspector)

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MAIN FINDINGS

1. The Old School is very successful and all pupils achieve high academic standards and show marked improvement in the management of their behaviour.

2. The pupils make satisfactory or better progress in all lessons and good or very good progress in 71 per cent of lessons.
3. The quality of teaching is satisfactory or better in all lessons and good or very good in 67 per cent of lessons. In 6 per cent of lessons it was excellent.
4. The pupils have a very positive attitude to learning. They are attentive, work well in groups, turn to staff for appropriate support and guidance and they are keen to achieve well in all subjects.
5. The whole-school meetings at the beginning and the end of each day are very effective in celebrating the achievement and performance of all pupils in all of the lessons. They are valued by pupils and staff.
6. The curriculum is broad and balanced, and in line with the National Curriculum. This ensures that all pupils by Key Stage 4 have the opportunity to follow a full range of courses leading to nationally accredited qualifications, including the General Certificate of Education (GCSE), the Associated Examination Board (AEB) and the Certificate of Achievement (CoA). Pupils are well prepared for these examinations.
7. The staff are well qualified and experienced for the subjects they teach and some have additional qualifications for teaching pupils with special educational needs. The teacher/pupil ratio is very favourable.
8. The accommodation has some weaknesses but the proposed changes and adaptations, which will take place during the forthcoming holidays, will address many of the difficulties.
9. The flexible arrangements for pupils to have an extended day work well and are enjoyed by pupils. It helps to extend their learning and social opportunities.
10. Relationships between staff and pupils are good and the school is both sensitive to the special educational needs of pupils with emotional and behavioural difficulties and aware of what they can achieve. High expectations are made of all pupils.
11. The behaviour of the pupils in classes and around the school is very good. Where there are problems other pupils are supportive and understanding. Staff are skilful in deflecting possible areas of tension.
12. The school successfully promotes the spiritual, moral, social and cultural development of the pupils. There is an extensive and stimulating range of extra-curricular and residential experiences.
13. The headteacher and senior management team provide the school with excellent leadership. The financial and administrative arrangements are clear. The school's accounts have been audited.
14. The school complies with all statutory requirements for reporting to parents. Arrangements for annual reviews are good and teachers record the pupils' progress regularly. The allocation of designated care staff to work with day and residential pupils is a successful development.
15. The school's planning documents and handbook for parents are very detailed but sometimes repetitive and not always easy to follow.
16. The school is attentive to the health, safety and security needs of the pupils.
17. Over half of the parents replied to the questionnaire and they expressed very positive views of the school and the help provided for their children. Parents are kept informed of their child's progress on a weekly, half-termly and termly basis.

18. HMI will recommend to the Department for Education and Employment (DfEE) that the school should be finally registered for pupils aged 11-16, and encouraged to consider applying for approval to become an independent school, approved by the Secretary of State under Sections 347(1) and (3) of the Education Act 1996, as suitable for pupils with emotional and behavioural difficulties.

KEY ISSUES FOR ACTION

19. In order to improve further the quality of education at the Old School the headteacher and directors should:
 - continue with the proposed improvements to the teaching, residential and administrative accommodation;
 - establish a food technology room and library facilities within the new learning centre;
 - produce a school development plan that is more specific and costed. The plan should complement the directors' business plan.

INTRODUCTION

Characteristics of the school

1. The Old School is an independent co-educational day and residential school for pupils with emotional and behavioural difficulties (EBD). The school opened as an independent day school in 1987 and developed a residential facility two years later. It is situated in the village of Ansley in the re-furnished premises previously used as a local education authority (LEA) first school. The school is owned by the George Academy Limited.
2. The school is provisionally registered with the DfEE, and registered as a children's home with Warwickshire social services department under Section 63 of the Children Act 1989. The school is one of the very few schools providing for girls and boys with EBD, which is both day and residential.
3. The school's age range is from 11-16, although one pupil attending the school on a part-time basis is over 16. There are 25 pupils on roll (see appendices 1 and 2 for details); five of whom are boarders. Almost half of the pupils are girls. All placements are made by LEAs. Only two pupils do not have a statement of special educational needs but their statutory assessment has begun.
4. The present placing authorities are Birmingham, Coventry, Leicester, Leicestershire, Solihull and Warwickshire (see Appendix 3). The one girl and four boys who board return home each weekend.

5. Since January 1999, the school has been developing an extended day for a small number of pupils each day of the week. This means the pupils can remain at the school until 8.30 pm and participate in a wide range of social and educational activities before being transported home. One or two pupils are also allowed to sleep overnight on a rota basis.
6. The school's stated aim is that "students will leave the school having experienced personal and academic success leading to the improved confidence and social awareness necessary to take their place in mainstream or further education, or the world of work as appropriate". The curriculum handbook mentions that the school will offer a rich, broad and balanced curriculum which promotes intellectual, personal, social and physical development within a controlled caring environment. The handbook further mentions that, although an independent school, the requirements of the National Curriculum at Key Stage 3 and Key Stage 4 will be met and will be enriched by an additional range of activities.
7. Day pupils are transported to the school by taxis arranged by the placing authorities.
8. The annual fee for a day placement is £24,900 and for a residential placement it is £34,800.

Key Indicators

9. In 1998, no pupils were entered for National Curriculum assessment tests at Key Stage 3.
10. In 1998, four Year 11 pupils were entered for:
 - o GCSE English, mathematics, science and technology. They obtained passes ranging from grades D to F;
 - o CoA examinations (including two modern foreign languages). Pupils gained six distinctions and four merits;
 - o AEB basic skills' tests, which included the Health and Safety Certificate. There were 11 entries and four pupils obtained merits.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year (Y7-Y11):

	%
Authorised absence	7
Unauthorised	0.1

absence	
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Exclusions

Number of exclusions of pupils during 1998-99:

	Boys	Girls
Fixed	4	6
Permanent	3	0
Total	7	6

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	67
Satisfactory or better	100
Less than satisfactory	0

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS IN THE SCHOOL

Attainment and progress

1. All pupils have emotional and behavioural difficulties and some have additional learning difficulties. Almost half of the pupils have been attending the school for less than two years and most pupils have had numerous changes of school or significant gaps in school attendance prior to admission. Whilst some pupils, in certain subjects, had attainment below national expectations, most pupils were reaching national levels in several subjects, such as English and science and exceeding these in drama. During the inspection week, Year 11 pupils were taking their GCSE examinations.

2. Evidence from lessons, work in pupils' portfolios and through assessments and their records of achievement (RoA) folders showed, in some cases, quite dramatic improvements in pupils' attainments. This is supported by the extent of the progress seen in lessons where progress was never judged to be less than satisfactory and where in 71 per cent of lessons it was good, very good or even excellent. Progress is consistent across all year groups and in all subjects.
3. In English the pupils are making progress in all aspects of the subject. The good work achieved in speaking and listening has been enhanced by the work in drama lessons and the mature way that pupils discuss matters in other subjects, such as religious education (RE), personal and social education (PSE), and during the daily assemblies and whole-school meetings. Standards in reading are good with pupils reading on their own or as part of class activities. Pupils take an interest in what they are reading and can describe or explain what they have read. They pay attention to detail when writing and take pleasure in the completion of this work.
4. In mathematics pupils always make satisfactory progress and frequently it is good or very good. Pupils use equipment confidently and have the skills to transfer existing knowledge to new situations.
5. Pupils make very good progress in science and it is expected that all of the present Year 10 will be entered for double science GCSE next year. Good use is made in science lessons of information and communication technology (ICT) facilities to reinforce learning and to store and present information.
6. Progress in other subjects is consistently satisfactory or good. In drama pupils are imaginative in their responses and skilful in role-playing. Pupils in PSE and RE lessons discuss issues in a mature manner with many pertinent comments and they are willing to listen to the views of others without interrupting or ridiculing each other.
7. Completed work is attractively displayed around the school and the portfolios of work are carefully maintained. The meetings for the whole school that take place every afternoon enable pupils to comment, not only on how they have behaved, but about the quality of their work and the standards achieved in lessons.

Attitudes, behaviour and personal development

8. Pupils have a very positive attitude to learning. They are punctual for all lessons and quickly settle to their tasks. During the afternoon whole-school meetings each pupil reviews their own behaviour and work in all lessons in the presence of the teacher and other adults. This is done in an honest and mature way. Pupils listen well and persevere with their work throughout the whole of the lessons. These positive attitudes were sustained throughout the double periods.
9. All of the staff have a shared approach to behaviour and discipline and this is understood and appreciated by the pupils. The behaviour of pupils in lessons, during break-times and lunch was generally very good. Pupils are usually supportive and caring of each other. When there were behaviour problems the staff were skilful in resolving the conflicts and pupils were able subsequently to be open about what had happened. Other pupils did not choose these occasions to meddle or make matters worse.

10. Pupils are courteous, friendly and polite to adults, visitors and fellow pupils. They respect the buildings and equipment. The exclusion rate is low. Issues relating to the management of pupils' behaviour during the school day are not allowed to impinge into the residential hours. The merit system is simple to follow and it is reinforced by the pertinent discussions in the afternoon's meeting.
11. The PSE programme is complemented by work in the residential situation to aid personal development. Pupils make mature and reflective comments in the PSE lessons, choosing examples from their own lives and the lives and experiences of others. The personal development of all pupils is given a high priority in the school.

Attendance

12. Records of attendance are kept twice daily and parents and carers are expected to contact the school if their child is absent for any reason. Staff will telephone parents/carers as soon as they learn from taxi escorts that a pupil is not attending. There are very few unauthorised absences. One persistent non-attender has been carefully monitored and discussions with the LEA have attempted to devise strategies for improving attendance.
13. Lessons begin and end promptly and the time, during a long school day, is well used.
14. The school has not been keeping an official admissions' register, but this has now been rectified and a detailed record of admissions and departures has been established.

QUALITY OF TEACHING PROVIDED

Teaching

15. The quality of teaching is very good. It was at least satisfactory in all lessons seen but good or very good in 67 per cent of lessons. In 6 per cent of lessons it was judged to be excellent. The high quality of the teaching is maintained across both key stages and in all subjects.
16. Teachers are both skilled in teaching pupils with EBD and in teaching their subjects. Lessons begin on time and the whole period is used effectively for learning. Although lessons are long, pace is always maintained. Good use is made of revision time and pupils are usually informed of where each lesson fits into the overall course or module and which skills are being taught in that lesson. Work in all lessons was well matched to pupils' attainments and needs. There were no time-filling activities. Work for Year 11 pupils in preparation for their examinations focused well on the strategies and skills needed for successful outcomes.
17. All teachers have a secure knowledge of their subject and this is reflected in the high expectations they have of the amount and quality of work that pupils can do and the extent of the progress they should be making. Account is taken of the pupils' missed educational experiences and knowledge,

but this is not seen as an excuse but rather as a challenge, to both pupil and teacher.

18. Pupils know that they will have to comment themselves, on both the quality of their work and their behaviour when the whole school meets at the end of the day, and this helps to focus the pupils' attention on ensuring successful lessons. Praise and criticism are used appropriately.
19. Teachers are effective in conveying enthusiasm for their subjects, the links with other subjects and activities and making the learning fun and enjoyable for adults and pupils. Judicious use is made of a limited amount of classroom support. Team teaching takes place where it helps the management of the pupils and gives variety and pace to these lessons. Effective team teaching was seen in PSE. The school also makes very good use of outside speakers and performers, such as the teachers from the Warwickshire Artists Team.
20. Work is marked regularly and homework set. The development of the extended day and the forthcoming homework support arrangements will provide pupils with additional time and supervised opportunities. This is an exciting development that pupils are looking forward to.

The curriculum and assessment

21. The school provides a broad and balanced curriculum, which includes the National Curriculum and RE.
22. Pupils are organised according to age and they are taught in mixed ability year groups. Most teaching groups are no larger than five in number, but for a few lessons year groups come together in both key stages. Whilst this organisation can prove more difficult for staff to manage, it does provide opportunities to help pupils to cope in larger group situations. Pupils are taught, for most subjects, by specialist teachers at both key stages. This is having a very beneficial effect on the quality of teaching and the progress which the pupils make. Timetables are well balanced and provide an appropriate emphasis on literacy and numeracy, though time for physical education and music is limited. All pupils study German at both key stages and may choose French as an additional modern foreign language at Key Stage 4.
23. At present there is one post-16 student as the placing LEA considered that his needs could best be met by allowing him to remain at the school for a further year. He attends courses at a local college of further education, as well as some further study and retake of GCSE examinations at school. Staff acknowledge that the school is unable to provide a distinct programme post-16 and, without a more separate residential facility, they do not wish to admit or retain students after the age of 16 years.
24. Long term planning is largely based on externally accredited courses at Key Stage 4. Medium-term planning, at both key stages, is thorough and includes termly planning sheets and termly reviews for each pupil, within an outline scheme of work. The school has given particular emphasis and priority to developing individual learning plans, which provide thorough descriptions of the pupils' current functioning and future planned targets in all subjects. These are a useful basis for termly and annual reviews. Care plans, for all pupils, have longer term objectives for improving behaviour and social skills;

these could be further developed to provide a few measurable, short-term objectives which are regularly reviewed. Graphs, which demonstrate levels of commendations received, give vivid and instant feedback to pupils on how their management of behaviour is progressing.

25. The school has decided not to enter pupils for Key Stage 3 National Curriculum assessments, as it was felt that pupils would be insufficiently ready or confident to sit external tests at this age. Pupils are disapplying individually on an annual basis and the school reviews the position in the light of admission patterns. Teachers complete their own level assessments in core National Curriculum subjects. There is evidence that, by the end of Key Stage 4, pupils are becoming much more confident to enter for GCSE, AEB Basic Skills examinations and CoA examinations.
26. All teachers regularly assess pupils' work and the termly reviews which give a detailed picture of pupils' attainments and assessed needs, are used as a planning tool for future target setting. The head of education monitors these plans and reviews of pupil progress each term and talks with pupils when setting their new targets. Annual reviews are well documented, thorough in their detail and they involve parents and other appropriate representatives. RoAs are developing well and pupils are proud of their certificates and achievements.
27. Much effective support is given to pupils in their PSE, with well-planned modules at Key Stage 3 and Key Stage 4 and daily group meetings for all pupils. Whilst it is acknowledged that some flexibility is needed with younger pupils in order to respond to urgent issues affecting the group, more detailed programme planning at Key Stage 3 is needed to ensure that a wide range of topics is covered, in preparation for the continuing work at Key Stage 4.
28. There is good provision for careers guidance, with the support of the local careers service company, and the school has piloted a series of modules so that careers education will be a preparation for the world of work.
29. A wide and stimulating range of extra-curricular activities include outward bound courses, residential experiences, clubs and activities at lunch-time and a developing opportunity for day pupils to remain at school during the early part of the evening. There are plans to extend this provision, in the autumn term, to include homework mentoring.
30. Active involvement in the local community includes regular care and maintenance of the village garden of remembrance and war memorial and invitations for local people to attend school events. Year 11 pupils are given the opportunity to undertake work experience and some have attended local colleges of further education.

Pupils' spiritual, moral, social and cultural development

31. Pupils' spiritual, moral and cultural development is given a high priority and it is a great strength of the school. Daily meetings of staff and pupils provide sensitive opportunities for pupils to explore a range of issues, as well as aspects of Christian and other faiths. During the inspection week, pupils were readily sharing thoughts about communities, their rules and expectations, and this included faith communities and discussions about their disciplines and boundaries. Further consideration could be given to the

inclusion of a period of reflection or prayer to develop this communal time each day into an act of collective worship. Pupils are encouraged, during RE lessons, to consider aspects of beliefs and to challenge each others' ideas. They are enthusiastically taking part in a special nationwide jubilee project, known as JC2000. Regular visits to places of natural beauty help to foster a sense of awe and wonder and to widen experiences for pupils who may not have had these opportunities.

32. Social and moral skills and understanding are fostered in all aspects of the work of the school. The daily whole-school meetings are most successful in building pupils' self esteem, awareness of self in relation to others, general consideration and an increased sense of individual responsibility. The school day begins with refreshments and relaxed conversations in the dining room and, it ends with a meeting of pupils and staff to review the day and decide the number of commendations that each pupil should receive. This is managed sensitively, but firmly and consistently.
33. Staff are working very hard to promote and develop pupils' cultural development in subject planning, particularly in fine arts and reading and poetry writing in English. There are displays of pupils' work which celebrate the work of a range of artists; musicians and story-tellers are invited into school to work with pupils. All pupils are regularly encouraged to be aware of cultural diversity and to appreciate differences in beliefs and traditions. They are encouraged to raise funds for different charities.

Support, guidance and pupils' welfare

34. Pupils receive excellent care and support, both in the educational and residential settings. Academic progress is monitored by the head of education and care plans by the head of care. Each pupil is given a key liaison member of the care staff to give support for behaviour and personal needs. Staff are to receive training in the use of restraint, but this is used very infrequently and only as a last resort if pupils are likely to hurt themselves or others. The school has an effective policy for dealing with bullying and anti-social behaviour. A sense of community is encouraged by the wearing of school uniform, which is provided by the school, a developing programme for PSE and the daily whole-school meetings which involve all staff and pupils.
35. The school has bound incident, restraint and exclusion books. Detailed descriptions of events are documented, but there is inconsistent use of the incident book as some exclusions and incidents leading to the use of restraint are not always recorded in the incident book. The school is considering how incidents can be cross-referenced, to ensure thorough coverage of detail, whilst avoiding too many additional writing demands. The school will need to keep a record of sanctions used to deal with pupils' poor behaviour. Child protection arrangements are included in the staff handbook and some aspects of their implementation are to be discussed later this month between the newly appointed head of care and the Warwickshire Social Services Department inspector.
36. The school employs a part-time educational psychologist and has the services of a psychotherapist to support individual pupils and the staff.

37. The use of small camping gas cylinders in the science room as a heat source is hazardous, and storage of resources and equipment generally should be reviewed to ensure that items are safe.

Partnerships with parents and the community

38. Very positive responses were received from the parents' questionnaire, though a small proportion would like more information about pupils' programmes in school and records of progress. The staff work hard to promote good relationships with parents and to offer support for them with home visits and regular telephone communications. Following discussions with parents and carers there are plans to further develop opportunities for day pupils to remain at school for the development of their study skills. After examinations are completed each year and before they leave Year 11 pupils produce a school newsletter for parents and carers. Parents are given draft copies of annual reviews before the meetings and are invited to comment and attend. Pupils take home daily their school diaries, there are weekly and half-termly reports on progress and each term parents are invited to contribute to the review process.
39. There are very good links with the local community, local schools and colleges of further education. The school is a neighbourhood drop-in centre for senior citizens and as part of 'IT for all', pupils assist them to develop their ICT skills.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

40. The school is very well managed and the headteacher provides excellent professional leadership. This clear and effective leadership is supported by the work of the senior management team. All of the senior managers teach across the whole-age range and in several subjects. They provide good teaching models and have established a clear system for allocating management responsibilities so that the work of each complements that of others. Staff and pupils share the school's vision and this is reinforced through the teaching, the pastoral arrangements, the school meetings and the links with parents and placing authorities.
41. Each year the school produces a curriculum handbook, a school development plan and a staff handbook. These are long and detailed documents with much of the content overlapping. The school is now producing a staff handbook for all teaching and care staff and the curriculum handbook will be a part of this document. This development will be further improved when the school development plan is a shorter document that specifies when developments will take place, who will take the necessary actions and what will be their cost. The school also produces a helpful pupils' and parents' guide to the school.

42. The school works well as one community and the staff ensure that high achievements in a range of subjects and activities go alongside improved and responsible pupil behaviour.

Staffing, accommodation and learning resources

43. The school has sufficient qualified and experienced teachers to meet the guidance in Circular 11/90. Staff are well-qualified and well-deployed, with an appropriate match of qualifications to teaching and residential responsibilities. Several members of staff have additional qualifications for teaching pupils with special educational needs and some teaching and residential staff are attending additional training or pursuing further studies.
44. Appraisal of teaching and residential staff has been introduced and the arrangements take full account of national guidance.
45. The residential care team are led by a qualified head of care. All residential pupils have a key worker and care staff are allocated to all day pupils as their liaison worker. This system is in its early days but will help to provide additional and regular support for each pupil.
46. The school building is a former nineteenth century primary school with additional residential accommodation. It is not a large building and accommodation is far from spacious, although there are identified rooms for each National Curriculum subject, except food technology and music. The room changes and conversions planned for the summer holidays should go a long way to improving both teaching and administrative accommodation.
47. The school is now contemplating converting one of the residential kitchens into a combined food technology and residential kitchen room , as well as establishing a library facility.
48. Whilst there are sufficient numbers of single bedrooms for the full-time boarders and for those staying overnight occasionally there needs to be a rolling programme of refurbishing the bedrooms. There are separate dining and social facilities for both the girls and the boys and they can be shared when needed, for example when evening meals are prepared by the pupils.
49. Sufficient resources are available to support teaching and learning in most subjects of the National Curriculum. An appropriate amount of money is allocated for learning resources but as yet there is no linking of specific amounts to particular areas within the school development plan.
50. There are sufficient new text books, but the fiction and non-fiction reference stock is limited and the establishment of the learning centre in September is an opportunity to enhance the fiction and non-fiction stock of books and tapes. Learning resources are shared and well used but some are scattered around the school. The school has a good range of ICT equipment which is well used.
51. Good use is made of community resources, such as the nearby leisure centre and the nearby swimming baths, for PE and games to enhance the range of extra-curricular and residential experiences.

The efficiency of the school

52. The ownership of the premises is in the process of being transferred, so that the George Academy Limited will own both the school and all buildings.

Three of the four directors of the company are senior staff members and the school's administrative officer is the company secretary. There is no business plan to complement the school development plan. The school accounts were audited in August 1998.

53. All placements are funded by local authorities with different fees for day and residential pupils which allows the school to finance the extended day and individual residential experiences.
54. Day-to-day school routines are effective and efficient and there is appropriate financial control.

83. Good use is made of staff time and expertise but the present office accommodation and reception arrangements are unsatisfactory and the forthcoming changes long overdue.

1. Taking account of the high quality of teaching, the achievements of pupils across all subjects, and the extensive range of educational, social and cultural opportunities made available to the pupils the school gives good value for money.

CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

2. Attainment on entry is generally low for most pupils. However, because pupils at both key stages are making good progress in English, attainment for some pupils is approaching national expectations. This is a significant achievement. All pupils are prepared for either GCSE, CoA or AEB accreditation. Pupils are confident when discussing their work or asking for assistance. They are interested in the subject and persevere with their work, even when they find spelling and reading difficult. Work is well presented, marked and kept together as a substantial portfolio of completed work. Pupils are committed to revising and amending their work as they go along. Their written work is displayed around the school.
3. Standards of speaking and listening are very good. Opportunities for discussion and explanation are numerous and pupils' achievements in this area have been enhanced by work in drama and the daily whole-school meetings.
4. Reading is given a high priority in class lessons and extra lessons are timetabled for pupils' silent reading. The range of books is appropriate for the age of the pupils, but the fiction and non-fiction stock is modest. Careful attention to developing reading strategies is evident in lessons and this reduces the anxieties that the pupils have about reading. Pupils read fictional stories for pleasure. They are prepared to read aloud in class and to do so with feeling and expression.
5. Standards of written work are good. Pupils use dictionaries and word-processing to enhance their written work. They enjoy discussing what they

have written. While spelling is weak, suitable strategies are being developed to make all the written work understandable.

6. The quality of teaching is consistently good. The majority of lessons are taught by a subject specialist in an attractive room with most resources on hand. High expectations are made of the pupils, who are encouraged to be critical of their own work in a constructive way. The preparation of pupils for their forthcoming examinations was thorough and skilful. In addition, two senior members of staff provide enrichment lessons by which those pupils with specific learning difficulties are extracted for a multi-sensory learning programme.
7. The work in the exciting and stimulating drama lessons is of great assistance to the high standards of achievement in the subject. Pupils entered into various roles quickly and they were able to describe what they had done and suggest alternatives. They are confident in discussing their work in drama lessons.

Mathematics

8. There is a wide range of attainment in mathematics, but regular assessments and very good planning, based on National Curriculum Programmes of Study and the GCSE syllabus at Key Stage 4, ensures that pupils make at least satisfactory and frequently good or very good progress. Staff aim to enter all pupils for GCSE, but the CoA is recognised as a more realistic alternative for a few pupils.
9. Most mathematics lessons are taught by a subject specialist who ensures that another colleague, who teaches some groups for up to two periods a week, is also well prepared to teach the subject. The quality of teaching is at least satisfactory and often good. A variety of teaching strategies is used and a range of materials meets the needs of all pupils, including the higher and lower attainers. This includes practical equipment and games, as well as published schemes. Work is marked regularly and helpful comments and test scores provide evidence for reviews and future planning.
10. Pupils are becoming more confident, by Year 11, to organise and check their own work, undertake examination revision and seek to overcome their difficulties in the subject. Planned work includes all attainment targets and numeracy is developed across the curriculum. Use is made of computer software to record results.

Science

11. Whilst attainment on entry to the school may be depressed for many pupils, the progress which pupils make in this subject is very good. Pupils are entered for the AEB Health and Safety Certificate in Year 10, the CoA in May of Year 11, followed by GCSE examinations in June. All of the present Year 10 pupils will be entered for double science.
12. The quality of teaching is very good, and even excellent. High expectations, excellent planning and assessment, clear explanations to pupils and good use of the teachers' specialist knowledge all contribute to stimulating lessons which are enjoyed and appreciated by the pupils. Reference is made to links with other subjects, such as geography and pupils are very clear about

expected tasks and assignments. Good use is made of computers by pupils, to reinforce learning and to collect, store and present scientific information.

13. A small room is allocated to science, but it lacks appropriate sources of heat and a fume cupboard. This does not impede the range of experiences which can be offered to pupils at both key stages, but storage needs to be reviewed and the room would benefit from reorganisation and improved opportunities for display. Staff are seeking to provide a safer heat source, to replace the hazardous camping gas stoves.

OTHER SUBJECTS OR COURSES

14. The normal timetable had to be amended because of GCSE examinations taking place during the week and because of the planned African cultural day involving an outside performer.
15. Single lessons in design and technology, art, personal and social education, information communications technology, and religious education, physical education, drama and German were seen. The standards achieved in drama were excellent, good in the majority of other subjects and always satisfactory. Although timetabled during the week no history, geography or French lessons were seen.
16. The Thursday of the inspection week had been planned as an African cultural module workshop for pupils and teachers led by a member of the Warwickshire Artists' team. Pupils were fully engaged in these exciting sessions and made excellent progress in dance and drama, enhancing their communication skills, and extending their cultural and geographical knowledge of Africa. The behaviour of the pupils was excellent. They were polite, receptive to new ideas, willing to try new tasks and to work in pairs and groups. The day was well-planned and a memorable occasion for all who were present.

INSPECTION DATA

Summary of inspection evidence

- Twenty-four lessons, two morning assemblies and two afternoon whole-school meetings were seen;
- school documentation, including schemes of work, the parents' and staff handbooks were examined;
- inspectors looked at the IEPs, pupils' files, annual reviews and school records;
- pupils' previous work and their RoAs were seen during the lessons and discussed with pupils;
- short discussions were held with some of the teachers, the senior managers, the psychotherapist and the educational psychologist;
- a parental questionnaire was sent out and there was a 53 per cent response;
- arrangements for evening activities were seen.

PARENTAL SURVEY

Number of questionnaires returned: 13 (52%)

	Agree	Disagree
I am happy with the school my child attends.	13	
I think this school meets my child's special educational needs	13	
I believe that the school helps me to understand what my child is taught.	12	1
I think that the school keeps me well informed about my child's progress.	12	
I am happy with the standards of behaviour at this school.	11	2
I believe that this school helps my child have positive attitudes to school work.	12	
I believe that this school helps my child to mix well with other children.	12	1
I believe that this school promotes the personal and social development of my child.	12	1
I think that this school prepares my child for the next stage of education and training.	12	
I feel supported by the school.	11	2
I feel that my child is safe at this school.	13	

I believe my child likes this school.	13	
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Views expressed by parents

Thirteen of the 25 parents who were sent questionnaires made a return. This was a 52 per cent response. All parents expressed praise for the work of the school and described how their children have progressed. The only critical comments reflected certain parents' wishes to have more information about the progress of their children.

Appendix 1

Pupil and teacher numbers

Number of full-time pupils	Girls: 11; Boys: 14; Total: 25
Number of pupils with a statement	23
Number of pupils with a statement where there is a consent from the DfEE	0
Number of boarders	Girls: 1; Boys: 4; Total: 5

Total number of full-time teachers	7
Total number of full-time qualified teachers	7
Total number of part-time teachers	2
Total number of part-time qualified teachers	1
Total number of pupils per qualified full-time equivalent teacher	4

Appendix 2

Pupil numbers according to National Curriculum years

	Boys	Girls	Total
Year 7	5	0	5
Year 8	2	1	3
Year 9	2	2	4
Year 10	4	4	8
Year 11	0	4	4
Year 12 (age 16-17)	1	0	1
Total	14	11	25

Appendix 3

Pupils by placing LEA

Birmingham 1 pupil

Coventry 10 pupils

Leicester 4 pupils

Leicestershire 3 pupils

Solihull 5 pupils

Warwickshire 2 pupils

Appendix 4

Income

Income	Last financial year (£) 1998/99	Previous Financial Year (£) 1997/98
Basic budget	584,303	635,000
Grants	-	-

Income from facilities and services	-	12,000
Donations/private funds	-	-
Other income	3,808	4,500
Total income	588,111	651,500

Full-time fees

Day fees

1998/99: £20,700

1999/00: £24,900

There are no additional fees charged for therapies or residential and extra-curricular activities.

Residential fees

1998/99: £32,700

1999/00: £34,800