

# INSPECTION REPORT

**Southlands School**

Lymington

LEA area: Hampshire

Unique Reference Number:  
116564

Headteacher: Maggi Rigg

Reporting inspector: Pam Miller  
T12611

Dates of inspection: 1<sup>st</sup> - 5<sup>th</sup> June 1998

Under OFSTED contract number: 695634

Inspection carried out under Section 10 of the School Inspections Act 1996

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## Information about the school

Type of school:		Special
Type of control:		
Independent		
Age range of pupils:	8 to 19	
Gender of pupils:	Male	
School address:	Vicars Hill Boldre Lymington Hants SO41 5QB	
Telephone number:	01590 675350	
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Appropriate authority:	Hesley Group	
Name of chair of governors:	Director - Mr S Lloyd	

## Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Pam Miller (Registered Inspector)	English; Modern foreign language; Music; Key Stage 3.	Attainment & progress; Teaching.
A Aldridge (Lay Inspector)		Attitudes, behaviour & personal development; Attendance; Pupils spiritual, moral, social & cultural development; Support, guidance & pupils welfare; Partnership with parents and the community.
C Renwick (Team Inspector)	Mathematics; Design & technology; Art; Key Stage 3; Residential.	Leadership & management; Efficiency of the school.
A Younger (Team Inspector)	Science; Religious education; Residential; Post-16.	Equal opportunities; Curriculum & assessment.
T Smith (Team Inspector)	Information technology; History; Geography; Physical education.	Special educational needs; Staffing, accommodation & learning resources.

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## Main findings

Southlands School has developed rapidly since its launch in September 1995 as a school specialising in the education of pupils with Asperger Syndrome. It is a very good school with many areas of absolute excellence. Aspirations for the school are high, and the level of commitment shown by all groups of staff is quite outstanding.

*The characteristics of the pupils for whom the school caters makes it inappropriate to judge their attainment against age related expectations or averages. The report does, however, give details of what pupils know, understand and can do by the end of key stages. Judgements about progress and references to attainment take account of information contained in pupils' statements, and in annual reviews.*

Most pupils have capabilities which they use well once they feel secure and confident. For example, in 1997, some pupils gained scores in line with the national averages on the Key Stage 2 National Curriculum assessment tests. Also, a number of Post 16 pupils gained pass or above levels on externally accredited examinations.

Pupils make at least sound progress in all subjects, with the exception of physical education, where progress is unsatisfactory. Pupils' progress is good in science and art throughout the school, in English at Key Stage 2 and Post 16, in mathematics at Key Stages 2 and 4, information technology at Key Stages 3 and 4, and in religious education at Key Stage 2. In design and technology, pupils make very good progress at all key stages and Post 16.

Pupils make very good progress in achieving the targets in their individual education plans. The progress of pupils who have additional support for their literacy, or speech and language difficulties, is also very good.

There is limited data for identifying trends in attainment, because the school is recently established. However, the need for a wider range of externally accredited courses to meet the needs of pupils who cannot reach the level for GCSE has been identified. Also, the school is making good progress with the aim to raise standards through developments to the English curriculum. The broad range of assessment data is used well to identify the needs of individual pupils, and to determine specific points which the school needs to address. For example, the tendency for pupils to gain lower scores on comprehension tests than on tests of accuracy in reading has been noted for consideration.

Despite the communication difficulties, which are a key feature of Asperger Syndrome, pupils make at least sound progress in English overall, and their progress in speaking and listening is good. The extent to which pupils develop their ability to order their thoughts and explain their points of view is often

impressive. The full range of skills is shown in assemblies. Key Stage 2 pupils express meaning and feelings well through mime, but Post 16 students present their extended views to the whole school with great confidence and fluency.

Pupils make sound progress in all areas of mathematics, including mental arithmetic. The confident use of their skills in speaking and listening, and mathematics, helps their progress in all other subjects of the curriculum.

Pupils show a good level of interest in their studies. Their work in experimental science and design and technology inspires particular enthusiasm and excitement. Most pupils sustain effort during lessons and all concentrate and listen well, according to their capabilities. The standard of listening is exceptionally high in assemblies. Pupils show their pride in their work by making sure that they take it out and put it away with care. Some pupils struggle to achieve neat work because of their difficulties with handwriting. Pupils are very positive and thoughtful when they help to set their own targets and evaluate their performance. They often show appreciation of each other's achievements, by spontaneous applause or encouraging comments.

The level of attendance is excellent. Lessons start on time, and pupils are punctual.

The quality of teaching is a strength of the school, though the range varies considerably. Teaching is at least satisfactory in about 12 out of every 13 lessons, which means that it is unsatisfactory, or occasionally poor, in about 1 in 13. However, there is a high level of good teaching, with over two-thirds of all teaching graded as good or better. Much of the teaching is of extremely high quality. For example, in one out of every four lessons, the quality of teaching is very good, and in one out of every ten it is excellent.

Teachers have good knowledge and understanding of the subjects they teach. This is particularly so in science, design and technology, art and music, where the teachers' expertise in their subject is used to help pupils achieve good standards and to encourage their interest. A strength of all teaching is the development of pupils' language. This includes useful focus on the specific vocabularies the pupils need to learn for different subjects. All members of staff work from a good understanding of Asperger Syndrome and its implications. A feature of the most effective teaching is that members of staff work from a very good understanding of the needs and abilities of the individual pupils. Adults value pupils' contributions and build on these. In Key Stage 2, there is very good knowledge of the methods and approaches suitable for the age group. The understanding of how pupils can be helped to develop their personal and social skills is very good, and at Post 16 it is excellent.

Lessons are planned well. They tend to start with a clear introduction to remind pupils of what they learnt in previous lessons, and to explain what they are now going to learn and do. There is sometimes a useful indication of what will happen in future lessons. Activities are thoughtfully chosen and the range is broad. Pupils are often given useful practical and visual experiences.

Teaching approaches are appropriately selected and skilfully used. Pupils are included to good effect in discussion, and questions are used effectively to explore their understanding. Where teaching is very good, the quality of questioning is excellent and pupils are given good time to prepare and deliver their answers. In most lessons, there is an appropriate combination of whole group teaching and individual tasks. Pupils are helped to concentrate through the well planned use of their individual work bays. There are instances of successful work in pairs, though this approach is not well represented in all classes.

By contrast, in lessons where teaching is unsatisfactory or poor, the specialist knowledge of the teacher is not fully exploited. Teaching approaches are unvaried, and pupils are given insufficient opportunity to practise their skills and master learning. Instruction is confusing, and pupils are not given enough time to respond.

The management of pupils' behaviour is very successful. Discipline is based firmly on the very positive relationships between pupils and adults, and on the conscientious application at the end of each lesson of the school's points system. Only very occasionally is the possibility of 'losing' points used more as a means of control than as an inducement. Throughout the educational and residential provision, there is a strong ethos of acceptance and mutual respect. Difficult behaviour does not lead to rejection of the individual person. Humour and distractions are used well to help pupils keep on an even keel. There are occasional precious moments of shared humour which draw all pupils and adults together.

In most lessons, time is used well and the pace is brisk. Adults are prompt and much is achieved in the available time. Resources are used well. The clarity of planning helps pupils to understand clearly what they are to do and how long they have to complete tasks. There are high expectations of pupils in most lessons. Learning support staff are of excellent quality. They have a keen awareness of the pupils' individual targets and of the objectives for lessons. Their direct teaching is of a very high standard and is a key ingredient of the pupils' successful progress. The high quality teaching input from the speech and language therapist contributes greatly to the teaching of English and to the quality of provision for pupils with speech and language difficulties. All groups of staff work very effectively together to achieve common aims.

During lessons, adults give pupils much positive feedback on the quality of their work, and guidance about what improvements they need to make. This is mainly spoken. Written feedback through marking is less evident, even for pupils who might use it constructively. Some homework is given for the holidays or for the evenings but it is too often used to catch up on work, rather than to extend learning.

Developments to the curriculum have been rapid and successful. The school's

curriculum effectively combines the National Curriculum with a curriculum for personal and social education, and with work based on the pupils' individual education and development plans. A major strength is the quality of the 24-hour curriculum. The full range of the pupils' educational and residential experiences is drawn together to achieve a provision which makes a major impact on pupils' achievements.

The curriculum is both broad and balanced. The pupils have good intellectual and personal stimulation but their physical development is less well promoted. Pupils are prepared well for their future lives. There is a comprehensive programme to prepare them for leaving school and to enter the world of work or supported education. Provision for the pupils' additional special educational needs is very good.

The framework for planning the curriculum is very effective. The policies and schemes of work for science and design and technology are already developed to a high standard. The school has rightly identified the need to further develop the schemes of work for English and to draw the many strands of the English curriculum together. The guidance for teaching English to pupils with Asperger Syndrome is of good quality. Programmes to develop the pupils' literacy and communication skills are well planned. The curriculum for a modern foreign language was reviewed in the light of initial difficulties, and there are appropriate plans to resume the teaching of French in September. The curriculum is enriched by a very wide range of activities and visits outside school hours. They cover the arts and sciences, and social and leisure pursuits. Sporting interests are not so well represented, though there are developing contacts with a local sports club.

Assessment procedures are extensive and thorough. The information available as pupils enter the school, including that in their statements of special educational needs, is used as an effective basis for individual development and education plans. Externally accredited courses help pupils to test their attainment against that of others, nationally. Although the range is good, the school's review of the available options is appropriately intended to provide better options for pupils who might find GCSE beyond their capabilities.

Assemblies make a very special contribution to the excellent provision for the pupils' spiritual development. They include a wonderful combination of reverence, reflection and fun. Themes are well chosen and staff and pupils share ideas and experiences through stories, talks, readings, prayers and drama. There is excellent teaching of all belief systems to help pupils understand the viewpoints of others. During the daily celebration of the achievements of 'Boys Worthy of Mention' pupils reflect publicly on their own successes and those of others. Pupils develop self awareness as they gain understanding of the nature of their difficulties, and there is much spirituality in the moments when they break through the barriers of their difficulties.

Provision for the pupils' moral development is excellent. The very good relationships between pupils and all groups of staff are a strong basis for this. The school's aim to provide a positive ethos and environment through the promotion of a value system in which each pupil is valued and loved is manifest. The many systems and rules help to instil the pupils' sense of right and wrong. Pupils gain an excellent perspective on the realities when they make amends for their actions through contracts for restitution. Through the curriculum, they have very good

opportunities to study moral issues such as drug and alcohol abuse and homelessness. Personal behaviour plans are used well to reinforce pupils' understanding of the need for community responsibility.

The very good provision for the pupils' social development is seen in the daily life of the community. Staff set very high standards of behaviour and dress. They are excellent role models for the pupils. Many older boys also show a level of maturity that is an example to others. The challenge of living together gives pupils many opportunities for social interaction. The programme to help the pupils to develop their use of language for social purposes helps this process. Pupils frequently use their skills in sharing and turn taking, and grow in their ability to take responsibility. There are many good opportunities for the pupils to practise their social skills both in school and in the community. These are especially well planned for Post 16 students, as preparation for adult life. Pupils develop their understanding of citizenship through their contribution to the school community and eventually through work placement or work shadowing. They have good understanding of the concept of support through advocacy, which they put to effective use to resolve difficulties.

Provision for the pupils' cultural development is well promoted through art and music. Pupils are given good experience of the works of famous artists and musicians from different ages and places. In assemblies, and in many subjects, they learn about the life styles and customs of people of different cultures. Pupils reflect on the values that many faiths and cultures contribute to our society.

Arrangements for the support, guidance and welfare of pupils are excellent. Pupils' academic progress and personal development are carefully monitored. The process is made especially relevant by their own contributions to it. Pupils have much positive guidance and support to achieve punctuality, good work and behaviour. Their academic and behavioural achievements, special acts of courtesy, consideration and kindness are all warmly celebrated when the 'Boys Worthy of Mention' awards are distributed. The awards are highly valued and make a positive contribution to the successful development of all the boys. The discussions between teachers and pupils at the end of each lesson clarify why points have been given. They give the pupils regular and frequent chances to improve their performance, and to attempt a negotiation or explanation!

The very good procedures for promoting appropriate behaviour are a strength of the school. Through the school rules and their behaviour management plans, pupils clearly understand what is expected of them. Misdemeanours are followed up by staff with unswerving perseverance. Discipline is maintained with dignity, and pupils have good opportunities to consider the outcomes of their actions. This includes options to make reparation which are sometimes initiated by the pupils themselves. Procedures for child protection and health and safety are all thoroughly in place.

Parents and school work together in good partnership. Many parents say that securing a place at the school for their child was the most significant contribution to their child's progress to date. Parents have a great commitment to the school but most are unable to have regular involvement because of the great distances involved. Many have recently completed a questionnaire to suggest what they have to offer. The quality of information provided for parents is very good. Parents especially appreciate the detailed annual reports on their child's progress and the regular, informative newsletters. The home-school books help parents to maintain contact with the school. Parents are very positive about the easy access to care staff. Some are very keen to have more regular information about their child's academic work and progress. The school has listened to this message, and intends to review the situation to make appropriate amendments to practice. The termly meetings and workshops organised by the school are highly valued by parents. They give excellent opportunities for parents, and brothers and sisters, to develop their understanding of Asperger Syndrome.

The leadership of the headteacher is very strong. It is firmly based on a passionate belief in the value of the school's work, and on excellent knowledge and understanding of the nature of the pupils' difficulties. The senior management team share the conviction and professional excellence. They have a clear direction for the school's work combined with a willingness to explore and develop new responses. All groups of staff share the vision and the positive ethos. There are many ways in which individual members of staff take some responsibility for managing and developing the work of the school. For example, all teachers have the role of subject co-ordinator and are playing an important part in ensuring that the curriculum for their subject is being developed in line with school guidelines. The work of the special educational needs co-ordinator and manager of therapy services ensures that there is a clear focus on provision to meet the pupils' additional special needs.

The school is well supported by the constructive relationships with the parent body. The Hesley Group management structures ensure that the school management has appropriate back up within a culture which values quality assurance and accountability.

The school's aims, values and priorities are shown through all its work. An outstanding feature of the school is that care staff who have residential duties, and core staff who have administrative, catering, maintenance or cleaning duties, share the common goals and work from a sound understanding of the approaches used to help pupils.

The school development plan is an excellent device for moving the work of the school forward. It shows clear priorities, and the action which will be taken to meet targets. Arrangements to monitor the effectiveness of developments are in place. The school's resources are carefully directed to support priorities for school development. Financial control is immaculate and the school administration is

exemplary.

The number of teachers and the match between their qualifications and their responsibilities are both very good. The expertise and numbers of education support staff and care staff are both excellent. Arrangements for support and training of all staff are of the highest quality and contribute greatly to the pupils' progress. The good range of resources is used well to support the 24-hour curriculum.

The residential accommodation is superb and the residential staff are outstanding in their knowledge and application of procedures. The school accommodation is good and used well. However, the outside accommodation has untapped potential to support the curriculum in science, art and geography. Core staff make a very good contribution to the quality of the provision. The high standards of maintenance, cleaning and display help to maintain the morale of both staff and pupils, as does the tasty and nutritious food provided by the catering staff.

The positive ethos is shown in the commitment to high academic achievement and to the personal development of the pupils, and in the determination to overcome the difficulties caused by Asperger Syndrome. Relationships between all groups are very good. The school is an effective learning environment in which all have fair and equal opportunities. Statutory requirements are all met. When all relevant factors are taken into account, the school gives very good value for money.

### **Key issues for action**

The Hesley Group, headteacher and school staff should now:

ensure that the planned developments to the curriculum are completed by:-

finalising the revised plans for English to include schemes of work, a common framework for linking work in English and communication skills, cross curricular links with other subjects, and appropriate resources to support developments,

implementing the schemes of work for French.

improve standards for the pupils' physical development by raising attainment in physical education and by extending the opportunities for extra-curricular activities in this area.

## **Introduction**

### **Characteristics of the school**

Southlands is an independent, residential special school for boys aged 8 to 19 with Asperger Syndrome or high functioning autism. It is part of the Hesley Group of nine schools and colleges. Southlands was launched in September 1995, as a pioneering project in the education of pupils with Asperger Syndrome. It is the only school in the country to specialise primarily in this area.

The school is gradually moving towards a capacity of 62, and 49 pupils are currently on roll. Thirty-seven are in the main school and 12 are in the Post 16 Wing Centre. There is a small number of pupils in Key Stage 2. At present, three pupils are in the Key Stage 2 (junior) class. The school is organised into three teaching environments: primary, secondary and Post 16. In the primary class, most lessons are taught by the class teacher but some are taught by other teachers. Secondary specialist teachers work to a predominantly subject-based timetable.

The school has developed a 24-hour curriculum to meet the very specific needs of the pupils. The main features of Asperger Syndrome are restrictions in the areas of communication, socialisation, imagination, and, usually, in physical co-ordination. It affects boys and girls but affects boys in significantly higher numbers. Many pupils have additional educational, personal or medical needs. Prior to placement, over a quarter of all pupils were not attending a school. Many were in a state of emotional distress on entry, and functioning well below their own capabilities and the average for their age.

The pupils' socio-economic circumstances vary considerably. Almost all are white European, and they come from a very broad area which covers the British Isles and the Channel Isles.

Pupils are funded by their Local Authorities. Most funding comes from the Local Education Authority but some funding is joint with Social Services or the Health Authority.

Southlands School aims to:

- respect and accept the qualities of Asperger Syndrome;

- provide support and guidance so that pupils achieve maximum potential, and quality of life;

- offer the widest possible choice of appropriate and innovative education and training methods;

develop pupils' strengths and plan for the future;

offer possibility not false hope, and

offer a programme that balances challenge and stimulating opportunity, with ample time to relax, with people offering unconditional acceptance.

The school's current priorities are:

completion of the curriculum as identified in School Development Plan;

develop Learning Support Centre;

recruitment and training of personnel to support the expansion;

extended use of the grounds to support the curriculum;

amplification of parent partnership to include a family services facility and a parent association;

creation and implementation of homework policy together with marking and support for learning guidelines.

## Key indicators

### Examination and test results, and awards gained: 1997

#### KEY STAGE 2 ASSESSMENTS

Number of pupils: 4

Number of pupils scoring at each level

tests	W	L1	L2	L3	L4	L5	L6	N
English			1	1	1			1
mathematics				2		2		
science				2	1	1		

**W** = working towards Level 1 of the National Curriculum

**N** = did not complete the test

**L4** = the national standard for pupils at the end of Key Stage 2

#### Southern Examination Group: General Certificate of Education

One Year 11 student gained a 'C' grade in Science: single award

#### Welsh Joint Education Committee: Certificate of Education

Number of students: 7 in all

paper	distinction	merit	pass	fail	absent
graphical & material studies 4 entrants		1	3		
mathematical achievement 5 entrants	1	3			1
scientific achievement 3 entrants	1	1			1



## YOUTH AWARD SCHEME (ASDAN)

Bronze Award: 6 students

Silver Award: 1 student

## DUKE OF EDINBURGH AWARD

Bronze Award: 1 student

## Attendance

Percentage of half days (sessions) missed through absence for the latest

Complete reporting year:

:

		%
Authorised Absence	School	1.0
	National comparative	*
Unauthorised absence	School	0.0
	National comparative data	*

\* no comparative data is available

## Exclusions

Number of exclusions of pupils (of statutory school age)

during the previous year:

	Number
Fixed period	3
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	35
Satisfactory or better	92
Less than satisfactory	8

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

*There is considerable variation between the attainment of individual pupils. Because of the nature of their difficulties, individual pupils often have good skill levels in some subjects and much lower levels in others. Occasionally, pupils apparently lose, or stop using, skills they had previously.*

Most pupils have capabilities which they use well once they feel secure and confident. For example, in 1997, some pupils gained scores in line with the national averages on the Key Stage 2 National Curriculum assessment tests in English, mathematics and science. Also, a number of Post 16 pupils gained pass or above levels on externally accredited examinations.

Pupils make at least sound progress in all subjects, with the exception of physical education, where progress is unsatisfactory. Pupils' progress is good in science and art throughout the school, in English at Key Stage 2 and Post 16, in mathematics at Key Stages 2 and 4, in information technology at Key Stages 3 and 4, and in religious education at Key Stage 2. In design and technology, pupils make very good progress at all key stages and Post 16.

Pupils make very good progress in achieving the targets in their individual education plans. The progress of pupils who have additional support for their literacy or speech and language difficulties is also very good.

There is limited data for identifying trends in attainment, because the school is recently established and almost half the pupils have had less than 2 years in the school. However, the need for a wider range of externally accredited courses to meet the needs of pupils who cannot reach the level for GCSE has been identified. Also, the school is making good progress with the aim to raise standards through developments to the English curriculum. The wide range of assessment data is used well to identify areas of individual pupil need, and to determine specific points to be addressed. For example, the tendency for pupils to gain lower scores on comprehension tests than on those for accuracy of reading has been noted for attention.

Despite the communication difficulties, which are a key feature of Asperger Syndrome, pupils make at least sound progress in English overall, and their progress in speaking and listening is good. The extent to which pupils develop their ability to order their thoughts and explain their points of view is often impressive. The full range of skills is shown in assemblies. Key Stage 2 pupils express meaning and feelings well through mime, but Post 16 students present

their extended views to the whole school with great confidence and fluency. Although the pupils are keen non-fiction readers, they grow considerably in their reading habits and by Year 4 many read quite mature novels.

Pupils make sound progress in all areas of mathematics, including mental arithmetic. They work on a very individual basis, as the range of attainment in each year group is very broad. There are appropriate plans to develop the mathematics curriculum to enable pupils to improve their attainment in practical, investigative and topic-based work. The new impetus to the school's work in information technology is resulting in considerable improvements to the pupils' progress.

The pupils' developing confidence in their skills in literacy, speaking and listening, and mathematics helps their progress in other subjects of the curriculum.

### **Attitudes, behaviour and personal development**

Pupils have good attitudes to their learning in all subjects. They show a lively and high level of interest in their work. There are lots of enjoyment and sustained listening, and much excitement about science and design and technology. The pupils' high level of interest helps them to maintain progress, even when the quality of teaching is unsatisfactory. Pupils take pride in their work and look after it with care. They use the many opportunities for self evaluation well, by making constructive criticism of their own efforts and by showing appreciation of the work of others.

Behaviour is good both in the classrooms and around the school. The occasional instance of difficult behaviour in class is more frequently shown at Key Stage 3. Any incidents are dealt with effectively, so that a positive response is quickly re-established. Post 16 students demonstrate exemplary behaviour while visiting the community to practise their life skills. Pupils move sensibly around the school. They are courteous to one another, and to staff and visitors, and they show respect for property. The number of exclusions is very low, with three incidents of fixed term exclusions for one pupil in the last year, the outcomes of which have achieved the desired result.

The very good attitudes of pupils are demonstrated through the concern they show for each other. An example of this was when a group of students were talking and the idiosyncrasies of another student were mentioned. One of the students said it was not right to talk about someone in their absence, especially in a negative way. The others agreed and withdrew their remarks instantly. Another student suggested that a fence was needed where the greenhouse had been. When asked why, his response was that some of the younger children may fall over the edge of the path, and their safety was his concern.

There are very good relationships between all groups in the school. Staff and pupils enjoy easy but appropriate relationships, which are very evident during the morning assemblies. Pupils feel empowered to be themselves, and positive reinforcement encourages self expression. The boys respond well to the very pleasant environment and the homely feeling in the residences. There is consideration for the feelings of others, especially those in distress, or those affected by unexpected circumstances. For example, during play a football accidentally hit the window of the kitchen. The boys responsible for the incident immediately owned up to cook and made their sincere apologies.

Pupils often work in their individual work bays, so that they may give full attention to their work. There are few opportunities to work collaboratively in pairs, but when these are given the experience is constructive and used well by pupils. A particularly encouraging example of students working well together was during a food technology lesson in Post 16, where students shared ideas about the most efficient way to clean the utensils. Pupils show good respect for the values and beliefs of others. This was evident in assembly, when they contributed to discussions about the practice of people from many faiths. All gave careful attention to the student who explained and demonstrated what he wears in the Synagogue.

Boys show good initiative in lessons. They take responsibility for their actions, and readily negotiate contracts for reparation, and amendments to their behaviour programmes. Most willingly offer help to other pupils and to adults.

### **Attendance**

The level of attendance is excellent, and there is no unauthorised absence. The day has a punctual start, and lessons begin promptly.

## Quality of education provided

### Teaching

The quality of teaching is a strength of the school, though the range varies considerably. Teaching is at least satisfactory in about 12 out of every 13 lessons, which means that it is unsatisfactory, or occasionally poor, in about 1 in 13. However, there is a high level of good teaching, with over two-thirds of all teaching graded as good or better. Much of the teaching is of extremely high quality. For example, in one out of every four lessons, the quality of teaching is very good, and in one out of every ten it is excellent.

Teachers have good knowledge and understanding of the subjects they teach. This is particularly so in science, design and technology, art and music, where the teacher's expertise in the subject is used to help pupils achieve good standards and to encourage their interest. A strength of all teaching is the development of pupils' language. This includes useful focus on the specific vocabularies the pupils need to learn for different subjects. All members of staff work from a good understanding of Asperger Syndrome and its implications. A feature of the most effective teaching is that members of staff work from a very good understanding of the needs and abilities of the individual pupils. The sensitive support given to vulnerable students during a Post 16 visit to the public library was a clear expression of this. Adults value pupils' contributions and build on these. This was shown at Post 16 when pupils brainstormed ideas about the effects of drugs. In Key Stage 2, there is very good knowledge of the methods and approaches suitable for the age group. The understanding of how pupils can be helped to develop their personal and social skills is especially good at Post 16.

Lessons are planned well. They tend to start with a clear introduction to remind pupils of what they learnt in previous lessons, and to explain what they are now going to learn and do. Pupils in Year 5 and 6 had a very good reminder of previous experiences when they reflected on their visit to the motor museum, at the start of their lesson on the history of transport. There is sometimes a useful indication of what will happen in future lessons. Activities are thoughtfully chosen and the range is broad. Pupils are often given useful practical and visual experiences.

Teaching approaches are appropriately selected and skilfully used. Pupils are included to good effect in discussion, and questions are used effectively to explore their understanding. Where teaching is very good, the quality of questioning is excellent and pupils are given good time to prepare and deliver their answers. In most lessons, there is an appropriate combination of whole group teaching and individual tasks. Pupils are helped to concentrate through the well planned use of their individual work bays. There are instances of successful work in pairs, though this approach is not well represented in all classes.



Where teaching is unsatisfactory or poor, teachers do not fully exploit their specialist knowledge. Teaching approaches are unvaried and pupils are given insufficient opportunity to practise their skills and master learning. Instruction is confusing and pupils are not given enough time to respond.

The management of pupils' behaviour is very successful. Discipline is based firmly on the very positive relationships between pupils and adults, and on the conscientious application at the end of each lesson of the school's points system. Only very occasionally is the possibility of 'losing' points used more as a means of control than as an inducement. Throughout the educational and residential provision, there is a strong ethos of acceptance and mutual respect. Difficult behaviour does not lead to rejection of the individual person. Humour and distractions are used well to help pupils keep on an even keel. For example, in Years 6 and 7, the teacher quickly played a finger game to lift a pupil from a gloomy mood. He became involved and within minutes the lesson was back on track. There are occasional precious moments of shared humour which draw all pupils and adults together.

In most lessons, time is used well and the pace is brisk. Adults are prompt and much is achieved in the available time. Resources are used well. For example, in Years 5 and 6 science, the pre-prepared model of a boat gave pupils much confidence and inspiration for their own efforts. The exciting, plastic models of space stations, star ships, and cars were a great incentive to Years 9 and 10 pupils in design and technology. The clarity of planning helps pupils to understand clearly what they are to do and how long they have to complete tasks. There are high expectations of pupils in most lessons. Learning support staff are of excellent quality. They have a keen awareness of the pupils' targets and the objectives for lessons. Their direct teaching is of a very high standard and is a key ingredient of the pupils' successful progress. The high quality teaching input from the speech and language therapist contributes greatly to the teaching of English and to the quality of provision for pupils with speech and language difficulties. All groups of staff work very effectively together to achieve common aims.

During lessons, adults give pupils much positive feedback on the quality of their work, and guidance about what improvements they need to make. This is mainly spoken. Written feedback through marking is less evident, even for pupils who might use it constructively. Some homework is given for the holidays or for the evenings, but it is too often used to catch up on work rather than to extend learning. The school has identified this, and there is currently a working party looking to create and implement a homework policy for the next academic year.

## **The curriculum and assessment**

Within a relatively short space of time the school has built a good and rapidly developing curriculum. At Key Stages 2, 3 and 4, the National Curriculum is an important part of the much broader school curriculum which is called the Lifestyles Curriculum. The Lifestyles Curriculum embraces 'Personal and Social Education, Communication and Advocacy, Physical and Holistic, Activities and Leisure', as well as health education, religious education and sex education. The full range of educational and residential experiences highlighted within the model combine to form a very effective 24-hour curriculum, developed specifically to meet the needs of the pupil population. Individual education plans reflect well the very special needs of each pupil. The curriculum provides a well balanced range of experiences that will prepare each pupil well for the future. The Post 16 curriculum is very good, and particularly relevant to the needs of the students who are preparing for adult life.

The pupils' intellectual, personal and social development are well addressed. However, their physical development is less well addressed. There have been difficulties with the provision of a curriculum for a modern foreign language, but appropriate plans are in place to re-establish teaching in French for September.

The school curriculum provides very good equality of access and opportunity for all pupils. Despite these high standards, not enough attention is paid to the setting of work specifically tailored to the needs of individual pupils in geography, history and physical education, though even in these subjects provision remains sound.

The curriculum is well planned. The very good framework for planning allows for the continuity of studies, and for pupils to build on their skills. The policies and schemes of work for science and design and technology are excellent. They have been developed over a considerable period of time, and set a high standard for the rest of the school to follow. Plans for mathematics, art, information technology and music are also well developed. In other National Curriculum subjects, the quality of planning is never less than satisfactory, except in physical education, where more detail is needed. There are many strands to the English curriculum. They include a programme for the development of pupils' use of English in social situations, examination course work, additional group work for pupils with specific literacy difficulties, and speech and language therapy groups, as well as the National Curriculum. The work is well planned but the National Curriculum elements do not exploit the full potential of the National Curriculum. The planning for some aspects, for example creative writing, writing for a range of purposes, spelling and handwriting, does not show clearly how pupils will build on their skills. The various strands of the English curriculum are not yet drawn into a common framework.

Comprehensive individual development plans ensure that the personal and social aspects of the 24-hour curriculum are very well planned and monitored. The

provision for pupils with additional educational needs is very good.

Many activities that would normally be considered to be extra-curricular form an important part of the 24-hour curriculum. They are incorporated well into the personal and social targets for each pupil. The very wide range of activities includes music and computer clubs, concerts, a residential visit to Brecon beach and forest walks which involve pupils in planning a day out, and many other visits, ranging from trips to MacDonalDs or to places of scientific (Technoquest in Cardiff) and historic (Stonehenge) interest. Sporting interests are less well addressed through extra-curricular provision, though some older pupils do visit the local football club to watch matches, and some are hoping to have coaching at a local league club next season.

The comprehensive programme for older pupils includes useful links with the local Careers Service. There are valuable, weekly, timetabled careers lessons, which are well taught. Students are involved in relevant activities, including role play in situations such as 'the first day at work'. Considerable effort is put into arranging work experience placements and, despite the difficulties faced by both pupils and employers, many of these have been successful. One young person, for instance, was offered a job at the end of his work experience on a golf course. Students who are considered to be not ready for work experience are, instead, supported as they shadow people in different jobs throughout a day. This is to give them a realistic understanding of what the jobs involve. The realism is also reflected in the acknowledgement that many pupils face a future of supported education. For all students, the school forges links with colleges close to their homes, as well as with colleges local to the school, in order to explore opportunities for further education and training.

Assessment procedures are well developed throughout the school. They include the thorough assessment of each pupil on entry to the school to establish what they know, understand and can do. This information, together with that on their statement of special educational needs, is used well to set targets for the pupils' individual education plans and individual development plans. This process is repeated when the pupils transfer to the Post 16 provision, where there are different priorities to address. Pupils' progress on individual or group programmes for their literacy or speech and language difficulties is thoroughly assessed, and the assessment is used well to plan the next steps for the pupils.

Assessment records of pupils are used effectively to inform annual reviews of their statement of special educational needs. They are also a firm basis for the transition reviews that are held not only when the pupils are 14 years of age, but also at sixteen and, in preparation for adult life, at nineteen.

The school participates fully in statutory attainment testing, so that the pupils' attainment can be compared to the national averages. Older pupils have access to GCSE accreditation in science, and to the Certificate of Educational Achievement in English, Mathematics, Science, Technology, Humanities and History. Also to the RSA National Skills Profile, to modules of the ASDAN Youth Award Scheme and to the RSA Computer Literacy And Information Technology awards. Some pupils, though academically able, have great difficulty in coping with some of these courses because of the difficulties related to their Asperger Syndrome. In response to this, Post 16 staff are developing more appropriate modules, with the hope that they will obtain external accreditation for these in the future.

The quality of assessment is good overall, but where curricular plans for subjects of the National Curriculum are not fully developed, assessment procedures are not sufficiently specific, or well enough related to curricular targets. For example, in English the assessment of pupils' progress in speaking and listening is not sufficiently developed, and neither is that for physical education. The stage of development both of the school and of the curriculum means that the process of using assessment to inform the planning of the curriculum should be an important priority for the near future. Records of Achievement are sound, but limited use is made of them by the school. They form the basis of a useful curriculum vitae for each pupil to have on leaving, but are not well enough focused on the raising of self esteem through the celebration of achievement. Although some areas are still in need of development, the use of assessment is sound, overall.

### **Pupils' spiritual, moral, social and cultural development**

Provision for pupils' spiritual and moral development is of outstanding quality, and is central to the mission of the school. Each school day begins with an assembly which includes all pupils and members of staff. The assemblies take place in a beautifully appointed room which sets the tone for reverential and meaningful acts of worship. Christian values are effectively developed through the use of experiences, stories and homilies which are relevant to pupils' interests and knowledge. Themes are very well chosen and delivered with a real sense of ownership and conviction. A fine example of their relevance was a thanksgiving service, led by the vicar, to celebrate the birth of the daughter of a member of staff. The boys and staff were enthralled with the service and, together with the joy, there were moments of deep, spiritual significance. The junior class pupils enacted the story of Jonah's punishment for ignoring the wishes of God. While contemplating his own need for forgiveness, the character Jonah shared his discovery that it is God's nature to forgive, and the pupils reflected upon the importance of forgiveness.

A very contemplative multi faith assembly provided an excellent opportunity to reflect the spirituality and conviction of people from a number of faiths, and one

student explained the significance of his worship in the Synagogue. To end the inspection week, Post 16 students stamped their own special style on the start to the day. Modern music bounced off the walls, and students shared their success in acquiring work placements. The assembly concluded with serious contemplation of the plight of children who are forced to work long hours in atrocious conditions. At the close of all assemblies, students celebrate each others' achievements during the distribution of 'The Boys Worthy of Mention' awards. The assemblies light a flame for the day, and make an excellent contribution to the ethos of the school community. They help the pupils to develop their self-awareness and an understanding of the needs and hopes of others. There is much spirituality in the moments when pupils break through the barriers of their difficulties.

The excellent promotion of the pupils' moral development is clearly based on the very good relationships between all groups in the school. The excellent relationships between pupils and staff reflect the leadership's aims to provide an ethos and environment in which a value system, based on the Christian principles of each person being valued and loved, is promoted. Golden rules, house rules, kitchen and activity rules inform and reinforce pupils' sense of right and wrong. Through the curriculum, pupils consider the personal and community implications of drug and alcohol abuse. They think about the moral issues related to the plight of homeless people alongside an affluent society. At each key stage, schemes of work raise environmental issues, and consider the impact of racism and discrimination. One residential house has its own recycling project. A local policeman, who led an assembly, raised the issues of verbal and physical abuse, stealing, and the necessity for good behaviour, especially when out in the community. Pupils' personal behaviour plans often promote understanding of the need for community responsibility. Students are encouraged to achieve their targets and are rewarded for their success. The staff set very high standards of behaviour and dress, have a caring, warm sense of humour, and are excellent role models.

There is very good provision for pupils' social development. Students experience the exacting challenge of living together in the residences, and social interaction is encouraged through many, regular activities. Sharing and turn taking are important features of pupils' social development, as are extra curricular activities, meal times, sports day and their contributions to the school assemblies. Pupils are being taught cricket by a county coach and enjoy practising their skills, though losing is a problem for some boys. Pupils are encouraged to be members of the school's music, swimming and chess clubs. There are very good educational programmes to support the pupils' social development. They include valuable input from the speech therapist on the use of language in social situations.

Pupils are encouraged to take responsibility by negotiating their behaviour plans. They take responsibility for any serious damage that they cause, organise their own laundry, keep their rooms tidy, and undertake house duties. In class they

clean and put away the resources. A good example of this was seen during a food technology session in Post 16 where pupils shared the washing up, and discussed strategies to effectively clean a garlic press. The group was impressed by one pupil's successful strategy, to use the pastry brush! Selected pupils are members of the School Council, some are representatives at the house meeting, and some work in the tuck shop. Post 16 students enjoy trips into the community which are designed to help them develop their social skills. They also take part in appropriate work placements and work shadowing, which is supported well by a planned programme of role play sessions focused on the job interview, and the first day at work.

Pupils' cultural understanding is well promoted through the curriculum. There are good opportunities to experience the art, music and literature from different times and places. Attractive displays celebrate paintings, models, and artefacts, made by the pupils, and paintings by famous artists. The pupils' music compositions and poetry are also proudly displayed. Classical and modern music brings a special dimension to assemblies, and to lessons. There is a realistic and informative display of the life and culture of native Americans. Through the curriculum and assemblies, pupils have valuable opportunities to learn about the lifestyles and values of people from the many faiths and cultures which contribute to our society. Displays compare the style of Hindu and Islamic places of worship, and models of a Mosque add a further dimension. Pupils have visited temples and had the meaning of the symbolism and artefacts explained to them. They have even tasted some of the special foods.

### **Support, guidance and pupils' welfare**

Arrangements for the support, guidance and welfare of the pupils are excellent. Pupils' progress and personal development are thoroughly monitored, so that special attention and support can be directed towards each pupil's needs. The consistent use of procedures which are calming and caring helps to provide an effective environment for living and learning. There are many examples of adults listening carefully to pupils, and helping them to negotiate alternative strategies to achieve learning or behavioural objectives. Time is given for pupils to respond in accordance with their abilities and individual needs. Staff value what pupils have to say, no matter how unusual the remark might be.

Pupils receive positive guidance and support to encourage good work and behaviour. At the end of each lesson, points are awarded for academic achievement and personal development. Pupils contribute to this process through self-evaluation and assessment. Academic and behavioural achievements, special acts of courtesy, consideration and kindness are all warmly celebrated at morning assemblies where 'Boys Worthy of Mention' awards are distributed. These awards are highly valued, and make a positive contribution to pupils' progress. An example of the genuine and generous support that the school provides was in an

assembly when a pupil spontaneously made a case for awarding himself a special mention! His request was conceded, and his efforts enthusiastically applauded by other pupils and staff.

Procedures for monitoring attendance are excellent. Registration takes place in class at the start of the morning and afternoon sessions, and the process is thoroughly administered and monitored by teachers, heads of departments and the school secretary.

Procedures for promoting discipline and appropriate behaviour are very good and are a strength of the school. The Positive Management of Behaviour Policy brings together all aspects of behaviour management, and the staff's thorough understanding of it, contributes significantly to the good behaviour of the students. The individual behaviour plans, which are of high quality, include achievable and appropriate targets. Pupils' progress on their plans is continuously monitored by all staff, and success results in positive rewards through the points system. Discipline is maintained with dignity, pupils are given the opportunity to consider the consequences of their behaviour, and they have clear guidance about any further action which is necessary. Students have the right to choose an advocate, and during the inspection this process was witnessed in action. A student had drawn up his own contract of reparation for damage he had caused, and named the person he wished to speak on his behalf. Although staff were disapproving of the behaviour, they were very supportive and made no attempt to make the student feel anything other than valued and cared for.

There are excellent procedures for monitoring child protection. The Hesley Group policy is clearly stated and staff have a good understanding of the procedures. Sensitivity, constant awareness and absolute privacy are key requirements. Incidents are properly recorded, dealt with in a structured compassionate manner, audited by the group management, and kept securely filed in the headteacher's office. Pupils have access to telephones at which the numbers for Childline and the 'Independent Person' are displayed. Some of these can be taken to a private place to ensure special privacy.

Health and Safety procedures are securely in place. The incident book is properly used to record the reasons for accidents, the nature of any injury, the action taken, and the steps to prevent a recurrence. There is an annual independent professional audit of health and safety which covers all departments. Each house has a health and safety representative, co-ordinated and monitored by the school's health and safety officer. A considerable number of staff have received a four-day training in first aid, and all staff receive the introductory one-day training. Administration and storage of medicines are directed and controlled by the medical co-ordinator, who follows the directions laid down in the Medical and Health Care policy. The school houses an excellent medical room which contains students' medical records. This has an adjacent en suite bedroom for medical emergencies, and the doctor pays weekly visits.

Pupils have access to very good advice and support from therapists and other professionals. The role of the occupational therapist is being developed to support Post 16 students to cope with their eventual transition into adult life and the wider community.

The well organised residential wing of the school is excellent provision for the pupils' care and welfare. Team leaders manage teams of residential care workers, providing high quality out-of-school-hours care and support to pupils, in age based houses. The commitment and energy of the residential staff is outstanding, and their relationships with, and interest in, the young people in their care is a strength of the school.

The willingness of team leaders and assistant team leaders to take on wider co-ordinator roles and responsibilities across the school has enabled rapid progress and development of the residential service. It has led to the development of the seamless service between care and education. The promotion of a one team philosophy impacts very favourably on pupil welfare and well-being and is central to the school's success.

Pupils' well-being is promoted through accommodation which is appropriate to their age, and supports opportunities for independent living and for the development of social skills. The bedrooms are extremely well equipped and have a homely, lived in appearance. Students have stamped their own personality on their living space with posters of their favourite groups. Pupils have key workers assigned to them, and can contact their Independent Person, who visits half termly and on occasions unannounced.

Routines are well established and pupils have regular, weekly opportunity to telephone home, at the school's expense. Post 16 provision is rapidly developing into a realistic and meaningful support, enabling young men to improve their independence, and develop life skills. Throughout the school there is a healthy ethos of care and communication. All staff are fine role models, and apply themselves to their duties with dedication and conviction.

### **Partnership with parents and the community**

Parents and school work together in good partnership. Parents have expressed their gratitude for the high quality information that they receive. This includes a professionally produced and informative prospectus, the Annual Review, and a report prior to the annual parents' day. The reports and reviews include much detailed information about the pupils' social and behavioural progress. Some parents are very keen to have more regular, detailed information about their child's academic work and progress. The school has listened to this message, and intends to review the situation to make appropriate amendments to practice.

Parents are invited to attend reviews and do so. Their contributions are highly valued and make a significant contribution to their child's personal development. Home-contact books are well used by parents and by the school. They are a point of reference for measuring pupils' personal development, and a way of exchanging information informally, so that the intimate concerns of parents and staff can be shared. Parents value the books, which support a consistent approach to pupils' needs and are also used by staff to help parents. For example, one member of staff had taken the trouble to investigate transport times, and the best available rates for bed and breakfast within the area. The school's termly newsletters are a good source of information. They contain lively, relevant and up-to-date information about what is happening at the school, and strengthen the link with home. Among parents, there is an extremely broad range of views about the

value of homework, and little likelihood of achieving a consensus view. The termly meetings and workshops organised by the school are highly valued by parents. They give excellent opportunities for parents, and brothers and sisters, to develop their understanding of Asperger Syndrome.

The school has an open door policy, and although most parents live at a distance, they appreciate that they can contact the school at any time. They are especially grateful for the time and consideration given to them by care staff when they need to talk about their concerns for their child's welfare. Some parents indicated that getting a placement at the school was perhaps the most significant contribution to date to their children's progress.

The community is used well to support some parts of the curriculum; for example pupils have visited places of worship and museums. They go horse riding, and have walked the sea shore and cliffs. Other community resources are used for leisure and to support pupils' personal and social development. For instance, the library, local shops, public house and restaurants are used effectively to improve life skills. A student has undertaken voluntary work in the Oxfam shop, and there are a number of placements where pupils are to shadow a work place experience while supported by staff. This is a growing development which is being given high priority for Post 16 students.

## **The management and efficiency of the school**

### **Leadership and management**

The headteacher's leadership is excellent, and pivotal in the successful establishment of the school. It is firmly based on in-depth knowledge of Asperger Syndrome, and of the methods and approaches for teaching children with autism. It is founded in a commitment to delivering a high quality education service, a clear sense of vision and direction for the school, and honest appraisal of achievements over a period of rapid change. The deputy headteachers and senior management team share the professional excellence and great commitment, and add strength to the leadership of the school. The headteacher and the senior managers give very good support to the monitoring and evaluation of teaching, and the development of curriculum policy. They run efficient and regular meetings, and offer clear lines of communication for all parents and staff, including support staff who visit the school. They delegate well, and supervise staff sensitively and constructively. Finances are managed skilfully.

The school management team successfully tracks the development of individual care and educational programmes from the time a pupil or student enters the school to the time he leaves. Through the shared ownership of the detailed school development plan, all staff have a clear understanding of their responsibilities and

lines of management. The school development plan is an excellent device for moving the work of the school forward. It shows clear priorities, and the action which will be taken to meet targets. Arrangements to monitor the effectiveness of developments are in place.

The very positive ethos is supported well by clearly defined aims, values, and philosophy. The school is a community with a shared sense of purpose, and a determination to achieve the very best for the pupils. Very good relationships have been established between staff, support staff who visit the school, pupils, parents, and officers of the Hesley Group. The quality of these relationships makes a very positive contribution to the life of the school.

The Hesley Group executive fulfils its statutory obligations within the school, and also plays an active and supportive role in the school management. It has established many effective strategies for monitoring and evaluating the work of the school, particularly with regard to financial management, and is actively seeking to develop this area further by measuring teaching outcomes for National Curriculum subjects.

### **Staffing, accommodation and learning resources**

The school is well staffed to enable the full curriculum to be taught effectively to all pupils. Staffing ratios are very good, and pupils benefit from the experience, skill and care of all staff. Teachers' qualifications and expertise enable them to effectively meet the requirements of the National Curriculum and religious education. Care staff are very well qualified, and within this team there is a wide range of specialists who offer very good provision in counselling, sport, health, and child protection issues. A number of residential care staff are involved in school day activities and bring with them particular expertise which enhances the curriculum offered to pupils. A good example is the excellent standard of cricket coaching available to older pupils, offered by a member of the care team who is a qualified county cricket coach. The seamless partnership and enthusiasm of the teaching and care staff, as well as the commitment of other staff at all levels, is a clear strength of the school.

Although appraisal is a planned development which has yet to be implemented, there is regular supervision of all staff, and the needs of the school are identified through this process. At all levels, staff training is thorough and of high quality. Staff demonstrate its effectiveness in their daily work. There is a common approach to the management of pupils' behaviour and a professional understanding of the needs of the young person with Asperger Syndrome. The school runs its own training department and all staff, at all levels of provision, are required to take up opportunities for ongoing professional development. There is an excellent and comprehensive induction procedure which enables new staff to be incorporated into the provision with the minimum of disruption and maximum

effectiveness. Education and care staff who are recently appointed to the school are performing successfully in their new roles. Education support staff make a valuable contribution within the classrooms. They are fully acquainted with the demands of lessons, and where they are appropriately briefed by the teacher they bring a positive quality to lessons through their expertise and understanding. The thorough training they receive is a strong basis for their work. Overall, the support and training for staff is of the highest order. This results in an effective and enthusiastic team approach which contributes significantly to the high quality of provision for pupils.

The school's accommodation is good, overall. The residential accommodation is superb, and presents a warm, comfortable and welcoming environment. Although this is the case within all the 'houses' it is particularly so within the accommodation for the youngest pupils, where the sympathetic conversion of a former staff house has resulted in a totally 'non-institutional' living environment. Throughout the residential accommodation, a style of furniture has been chosen which enhances the homely nature of the living areas, and staff make great efforts to encourage pupils to personalise their rooms. Where pupils feel able to do this, the overall effect is one of individuality and homeliness.

Most classrooms are of adequate size, although some of the provision for Post 16 students is somewhat cramped and poorly ventilated. The art curriculum is limited because the current accommodation lacks a sink, and its location means that the room has inadequate natural light. The kiln was inoperative at the time of inspection, and this reduced the opportunities for work in fired clay. The kiln will need to be screened before this can be offered as a safe option. There are other specialist areas and rooms, such as the science laboratory, food technology department and physical education activity hall, all of which enhance provision for these areas of the curriculum. The school management fully complies with the requirements of the Education (Special Educational Need) (Approval of Independent Schools) Regulations 1994, and the individual efforts of staff ensure that the spirit of these regulations is exceeded.

Throughout the school, resources are of good quality and range. They are all catalogued in detail, and easily accessible to staff. The current English curriculum is undergoing development, and when the needs for this have been fully identified the level of resources will be matched accordingly. The present level of resources for this subject is adequate. The provision of a small school library is satisfactory, and all books within it are catalogued according to the Dewey system. Pupils check out books in the same way as they would from a public library, which enhances their social skills and prepares them well to take advantage of the public system. Pupils greatly prefer non-fiction to fiction, and fiction books are proportionately under-represented within the book stock. This is an area which needs additional resources. The school is currently developing a learning support centre which, when fully operational, will enhance the provision for the learning needs of individual pupils.

Information technology supports the curriculum well, although in subjects such as science and English it is less regularly used. In addition to two central computer suites, each classroom has at least one computer. The use of these to support pupils' learning is variable. In some instances, staff are concerned that the constant use of the computer may prove distracting to pupils who are preoccupied with information technology. However, in most instances the extent to which information technology is used to support pupils' learning seems to relate to the level of staff confidence in using technology. The information technology co-ordinator is fully aware of this and has made plans to give less confident staff the ability to include computers in their planning.

Within the 'houses', pupils have access to a wide range of resources for their leisure and extra-curricular experiences. Each 'house' has common lounges, as well as quiet areas which are well equipped with a range of board games. Clubs, such as the Monday evening 'computer club', add to the challenges available to pupils and students.

During both school and leisure time pupils have good opportunities to extend their experiences through a range of visits to galleries, museums and local sports facilities. Older pupils are currently able to attend the Dorset County Cricket Club indoor training facility while younger pupils can experience horse-riding, and sailing at the nearby Royal Lyminster Yacht Club. Pupils' skills of decision making and responsibility are extended when they are placed, under supervision, in sole charge of one-man dinghies.

The provision which the school makes for its pupils fully supports the stated aims of the school, and the quality of this provision, both human and material, further enhances the opportunities available to all pupils and students.

### **The efficiency of the school**

The school's budget is devolved by the executive of the Hesley Group but allows for the appropriate delegation of several areas of the budget to key personnel in the school, in consultation with their teams. This successfully promotes group decision making, and a feeling of corporate ownership. It promotes the taking of responsibility by all staff, together with a greater understanding of financial matters, for example the reasons for decisions on certain spending priorities within the school.

The school has an excellent school development plan produced by Southland's senior managers, in full consultation with other staff with management responsibilities and their teams. This, in turn, funnels into the Hesley Group strategic plan, thus promoting a shared endeavour to raise the quality of educational opportunities and standards for pupils and students. The school's resources are carefully directed to support priorities for school development. The

apparent underspend in the school budget is, in effect, the amount designated for the Hesley central budget. The amount is used to fund capital projects, and to make cost-effective purchases. In this way the school has had immediate and substantial support during the period of rapid expansion.

Financial control is immaculate, and the school administration is exemplary. The school produces accurate summaries of proposed curriculum developments, responsibilities, resource implications, and staff training needs and costs, both short- and long-term. It also includes details of more major long-term financial ventures such as building projects. These details help to clarify the efficient planning and overview of resources, and the implications of their deployment. Within the Hesley Group, there is an assistant director of finance, a group accountant, and salaries staff, who link directly and very efficiently to the school's domestic bursar and other members of the administrative staff. Tight financial controls and regular audits are maintained by the dedicated and highly motivated team of Hesley Group officers and school administrators. The clear lines of communication throughout the school facilitate the processes.

Staffing deployment is excellent, and ensures that the needs of all pupils are met well. Very good use is made of staffing, resources and accommodation to raise the overall quality of education provided. However, the outside accommodation has untapped potential to support the curriculum in science, art and geography.

In relation to context and income, the good progress which pupils and students make, and the high quality of education provided, the school gives very good value for money

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **English, mathematics and science**

#### **English**

Communication restrictions are a key feature of Asperger Syndrome, and difficulties with physical co-ordination are common. Restrictions in the ability to think creatively are also key to the disorder. Pupils and staff work hard to overcome these tendencies in pupils, who achieve at least sound progress in all aspects of English.

Overall, pupils' progress is good in Key Stage 2 and Post 16, and sound in Key Stages 3 and 4. Pupils of all ages make sound progress with reading and writing. The boys have a natural tendency to prefer non-fiction to fiction, and their progress in reading includes the development of reading habits which bring experience of a wider range of literature. Although pupils make sound progress with developing their skills in handwriting, many start from a low level. The struggle they have with the mechanics of writing hinders their ability to put ideas down in writing. Their creative writing is most expressive when they describe details of their lives. Most pupils have difficulty with writing from the viewpoint of others, and with abstract, descriptive writing. Most make steady progress with their use of grammar but slow progress with improving their spellings. Pupils' progress with speaking and listening is good. Many pupils are already articulate when they come to Southlands, and their good progress represents an improved ability to focus on topics and subjects outside their own immediate interests. They continue to improve their abilities to state their views and to analyse social situations. Pupils in Key Stage 4 make good progress with their work on the syllabus for the Certificate of Educational Achievement examination. All pupils who took the exam recently gained merit or distinction levels. Pupils who have additional help for their literacy difficulties make very good progress on their individual programmes.

Key Stage 2 pupils explain clearly the experiences they had in the half term holidays. Some bring good detail to their description, for example the tale of the chick that had a broken leg because its mother had sat on it. With encouragement, pupils listen well to each other. They listen carefully to their teachers and often experiment with words that are new to them. An instance of this was when Year 6 pupils were learning about nouns and pronouns, and a pupil explains that 'there's not many nouns in there'. Pupils' improved confidence in their skills is shown when they play a version of the game, 'Simon Says'. Each pupil takes the lead, and all cope well with listening to, and following, instructions. Years 5 and 6 pupils listen well to the 'Cat in the Hat' and show their sound understanding by answering questions about what is happening in the story.

In Key Stage 3, pupils continue to build on their ability to understand stories. Year 8 pupils ask relevant questions about passages read by the teacher in the current and previous lessons, and some make amusing and spontaneous contributions to discussions. When pupils are attempting to answer comprehension questions, all can say which section of a passage includes the answer. However, some Year 7 pupils have considerable difficulty in identifying the central issues in a paragraph. By Year 9, pupils can explore newspaper stories and discuss them animatedly and sensibly, while noting some key points about the news. In a speech and language therapy session, Year 9 pupils say how items, for example contact lenses and glasses, are alike and how they are different. These pupils have a good understanding of the strengths and weaknesses of their own use of language. They are able to explain that talking to groups of friends can sometimes be difficult but talking with authority figures is always difficult.

By Key Stage 4, pupils give thoughtful views. Their discussion about the story of Anne Frank shows considerable understanding of the impact of imprisonment on her family. Pupils develop their grasp of idioms and sayings, for example the meanings of 'a flea in her ear' and 'out of bounds'. In a lesson which focuses on the use of English in social situations, pupils can explain different categories of television shows and give appropriate examples of each. They share clear and lively views on human rights, including their opinions about the right to drink and the right to vote.

Post 16 students use their skills in speaking and listening well to cope with the requirements of everyday living. They practise the skills and then apply them to join the public library, for example, and to choose and take out books. As preparation for attending concerts, they discuss and select the concerts they would like to attend, and use their skills to make a telephone booking, and to make the practical arrangements for the event. The students' skills were shown to greatest effect when they led a school assembly at the end of the inspection. Many contributed by speaking to the whole school and visitors about their experiences, especially those related to life after school and to the world of work. The students prepared and presented their own views. Some spoke haltingly but with quiet confidence while others took the public arena in great style.

Key Stage 2 pupils read from a reading scheme at their own level, with good confidence and fluency. They make good use of letter sounds and known words well to help them read passages new to them, and can tell basic information about the plot and characters in their book. They read their own writing with accuracy. When reading the book 'Green Eggs and Ham' in class, most attempted to read a short section to the group, and they seemed to enjoy the story. Pupils develop useful skills in rhyming as they link the sounds of 'box and fox', and 'train and rain'. They can explain the main messages of the story.

By the end of Key Stage 3, pupils can read passages from newspapers and identify the main points of the stories. They develop their skills by reading a

variety of books which include well known children's literature and historical spoofs. Most can accurately discuss the basics of the plots and characters. Some are able to predict what will happen next in the story and some can compare the book they are reading with other books they have read. A key feature of their progress is the level of interest they have in reading. This varies greatly from those who read for duty to those who are avid readers. Some pupils are identified as having specific difficulties with reading, and have additional help from staff trained to support pupils with dyslexia. One pupil having such help showed a good ability to read text with understanding and expression, despite his difficulty with acquiring a level of accuracy to match his age and intelligence.

By the end of Key Stage 4, pupils read a broad range of mature novels. Their preference is often for stirring, action-packed or thrilling tales, and they have access to a suitable selection. They read with accuracy, fluency and understanding. Most pupils have well developed library skills and can use the school and public library to find books on different subjects, and use them for reference.

Post 16 students use their skills in reading to organise their lives in school and to help them to prepare for their entry to college or supported education. Most are competent readers and use their skills well to select books to read for pleasure, or for their studies. Others use the public library with much prompting to select books and to follow library routines. Some pupils have additional help to overcome specific literacy difficulties. They make good progress with their abilities to recognise and use word patterns, and to apply the rules of spelling.

Key Stage 2 pupils write clear, factual accounts of their experiences in the half term holiday. They use sentences of a simple construction, and their work over the term shows improved length and detail in their writing. Almost all of the pupils' writing is in a large, untidy print. Some can write in lengthier sentences, with accurate use of capital letters and full stops. Higher attaining pupils write simple but well-structured stories of the 'Once upon a time' type. There are examples of interesting poems, produced by Year 6 and 7 pupils, and splendidly illustrated by information technology. The entertaining rhyming poem 'The muddled fox', written by a Year 7 boy, was a good example. Information technology was most effectively used in a poem by a Year 6 boy where strong words, such as 'huge', 'crash', 'banging' and 'flash' were used to describe the effects of stormy weather, and these effects were heightened by the use of colour and size of the font. The poem was well structured from the first 'patter' of rain through the thunderstorm to the moment when 'I heard the last drop of rain'.

In Key Stage 3, pupils write brief, but colourful, histories of their lives. They write their own versions of famous stories, for example the tale of Romeo and Juliet, showing improved expression and more extended use of English. Lower attaining pupils still tend to write with little attention to the use of capital letters, and to the accuracy of spellings. Higher attaining pupils answer comprehension questions to

a good level, and answer fully in complete, accurate sentences. Key Stage 4 pupils build on these achievements by writing good, expressive, extended stories about a range of topics. A story which opened with the attention-capturing phrase 'It was a gloomy, magical and mysterious night' was a very good example of such writing.

At Post 16, the higher attaining students work successfully at developing the skills of crime writing. There is evidence of further improvement to the students' ability to write expressively, and one produced an excellent piece on what it is like to live with Asperger Syndrome. Stories are planned well and there are examples of writing for practical purposes, for example to record an interview with the cook. Students analyse the strengths and weaknesses of their own writing, and some improve their abilities by much work on the structure of words. Students who have additional help for their literacy difficulties show a good ability to write in well formed sentences, and to analyse clauses accurately to identify the need for commas. They remember the rules of spelling, for example the need to use two letter 'll s' when a word has a short vowel.

Some pupils effectively develop their skills in drama and in public speaking. Pupils in Years 5 and 6 make a positive contribution to a school assembly by the effective use of mime. Pupils in Key stage 3 have useful experiences of play reading in class. The Post 16 students show impressive abilities to share their views by public speaking, and by reading their own text, in assembly.

Pupils have positive attitudes to learning. Most have good work habits, and work with good concentration and attention at their individual work stations. Key Stage 2 pupils listen well and pay attention, especially when reminded. They work hard and value their successes. In Key Stage 3, pupils usually make a special effort to be polite and courteous to each other and to adults. An example was the pupil who thanked a teacher after he had been praised for good work. In most lessons, the Key Stage 3 pupils work hard. The very occasional difficult behaviour is dealt with quickly, and does not stop other pupils from learning. Levels of anxiety and frustration are sometimes high, for instance when a pupil is exasperated with struggling with his handwriting. Pupils and adults work well together to cope with such feelings. There are times when Year 9 pupils show their developing maturity, for instance the pupils who were able to speak openly and honestly about their capabilities in a speech and language therapy session. Pupils respond especially well to additional help they receive for their speech and languages difficulties or for dyslexia. The Key Stage 4 pupils are often lively but they and the Post 16 students behave well and responsibly. They show interest in their studies and delight at their successes.

The quality of teaching is good, and in many lessons very good. Lessons are well planned to help pupils improve their skills. This is usually achieved through clear objectives for the class group and for individual pupils. In some lessons, pupils are encouraged to improve by clear reminders of what they learnt previously. Teachers have good knowledge of the subject, and inspire pupils by their enthusiasm for English. A very good example of this was the lively reading of 'Green Eggs and Ham' with Key Stage 2 pupils. Questions are used well to help pupils focus on the key aspects of communications, and to explore ideas and meaning. Sensitive handling of the pupils' difficulties and the skilful use of eye contact and tone of voice effectively encourage and maintain communications.

The range of activities is for the most part appropriate. Pupils have sound opportunities to work at all aspects of English. Tasks allow them to develop their skills through discussion, written tasks, and games, and by watching videos and listening to audio tapes and CDs. Useful links are sometimes made with other subjects, for instance when Key Stage 3 pupils reflect on the development of the theatre and the life of Shakespeare, after watching a video of one of his plays. Information technology is sometimes used, though its regular use in classes is not established because of the probable distractions caused by its presence. Although teachers give pupils a full range of experiences, the range of writing required for pupils is sometimes limited, especially at Key Stage 3. Handwriting and spelling are developed but not on a continuous basis. The teachers, education support staff, and the speech and language therapist, all make a good contribution to the teaching of English. The excellent collaborative work between staff in many classes ensures that all pupils get individual support of high quality.

The current review of the English policy and curricular documents is the first important stage in the school's plan to improve the English curriculum. Considerable progress has been made since the co-ordinator took up the role, and started the process, in October 1997. There is a good framework for the curriculum, staff are being consulted on the draft policy, and an appropriate curriculum map is in preparation. The co-ordinator is aware of the need to develop schemes of work and there is an appropriate plan to have continuous units of work, and modules. At present, the curriculum does not allow the different aspects of the subject to be developed through continuous programmes across the school. This is especially important at Key Stage 3, where pupils do not have the continuity offered by one class teacher, as at Key Stage 2, or the structure provided through examination course work. The decision to allocate the teaching of English to a small number of key staff supports good quality teaching and the drawing together of the different strands of the curriculum. There is a clear understanding of the need to address the many issues related to the nature of Asperger Syndrome, and the school's policy on teaching English to children with Asperger Syndrome gives useful guidance.

## **Mathematics**

Pupils make good progress in Key Stages 2 and 4, and sound and steady progress across the rest of the school. The capabilities of pupils within any one teaching group are extremely varied, and the suitable commercially produced work scheme in use, generally suits their needs. Pupils and students progress satisfactorily through individual programmes, although many re-visit basic skills throughout the key stages to consolidate their learning. While some pupils at each key stage and at Post 16 learn to use the four rules of arithmetic accurately in different contexts, others work with decimals and fractions, or use co-ordinates and calculators with increasing skill. Higher attaining pupils and students use and develop skills effectively to sort raw data into frequency tables, construct

histograms, read and interpret timetables and charts, or simplify numerical expressions employing roots. Post 16 students work on everyday living tasks or on problems requiring the use of money, time and practical number skills.

Pupils and students have good attitudes and show interest and perseverance in the subject. They are usually well motivated, and take care with the presentation of their work. They are willing to ask for help where necessary. Many pupils and students are able to assess their work objectively with staff, although some require much praise for small steps of success, as they find mistakes intolerable. Pupils work well independently. They generally develop co-operation and tolerance towards each other when sharing equipment and activities, as they progress through the school.

The quality of teaching is very good at Key Stage 2, and at least sound at Key Stages 3 and 4, and at Post 16. Teachers have a good knowledge of the subject and plan effectively to ensure that there is continuity of study, and that pupils build on their skills. All staff use a range of strategies to motivate and encourage pupils and students. Where the quality of teaching is good or very good, planning and preparation are thorough. Teachers give pupils clear instructions and objectives for their learning, expectations are high, and lessons include a variety of appropriate tasks, both written and practical. The rooms and resources are well arranged to encourage the development of independent study skills but less well organised for practical activities, group investigative work, problem solving or work in three dimensions, linked to other subjects. Behaviour is well managed and good use is made of praise and encouragement. Assessment is used well to inform planning, based on the commercial scheme format.

The newly appointed mathematics co-ordinator has very good subject knowledge and is clear about the direction the department needs to take in order to improve pupils' progress and learning in all aspects of mathematical knowledge and understanding. There are clear and relevant aims for the subject. For example, the co-ordinator aims to make learning more exciting through the use of more stimulating resources, mathematics challenges, and mathematical topic work, which is currently underdeveloped in the department. It is hoped to increase links with mainstream schools and colleges in order to keep abreast of mainstream training and standards. There is already a sound and useful policy, which is being updated to include a wider range of aims and activity opportunities. Good collaboration within the department is ensuring continuity between key stages, and includes regular meetings to monitor and develop the subject.

The co-ordinator has started to monitor teaching within the department; learning resources are at least satisfactory, and money allocated is well spent. Education support staff are well deployed and make a valuable contribution to the pupils' progress and learning. Exciting developments to support learning through information technology are planned, although at present information technology is underused.



## Science

Pupils of all ages make good progress in science. Key Stage 2 pupils construct models and compare the distances that these travel in winds of different types and strengths. They discuss their observations, and the higher attaining pupils make simple predictions. By the end of Key Stage 2, pupils have a good knowledge of energy forms such as light and heat, and recognise different sources of energy and how they can be used as fuels. Some pupils are able to use a simple key to identify different plants and can identify different methods for separating mixtures. Pupils continue to build systematically upon a good foundation and at the end of Key Stage 3 they are recording, observing and measuring systematically. Higher attaining pupils understand that iron reacts very slowly with the oxygen in air to form rust and know that the correct name for rust is iron oxide. By the end of Key Stage 4, pupils have a good knowledge of body maintenance and reproduction in humans and in plants. In experiments, they make more sophisticated predictions, record some results graphically, and have a good understanding of environmental factors such as acid rain and the greenhouse effect. Post 16 students continue their studies in science. They have a good understanding of sexual reproduction and understand events leading up to fertilisation and immediately after.

Throughout the school, progress is slowed by the difficulty that most pupils have with experimental and investigative science. Though they are fascinated by experiments, they often display little imagination and have the utmost difficulty in evaluating what they have done. This trait is related to Asperger Syndrome.

Pupils enjoy their science lessons. They work well and answer questions sensibly. Their interest in lessons is reflected in the sensible questions they ask and in the way they listen to answers. In every lesson observed, they continued to work right to the end of the lesson, and with only one exception each class left the classroom in a sensible manner. Conduct is usually good, marred only by occasional exhibitionist behaviour, and some pupils need to be told twice before they listen properly to instructions.

The quality of teaching is never less than good, and teaching at Key Stage 2 and Post 16 is very good. All planning is at least good, and where lesson plans are clearly referenced to the National Curriculum, stating precise learning objectives as well as teaching strategies, as they are at Key Stage 2, it is excellent. By contrast, learning objectives in some of the planning are not sufficiently clearly stated. The teachers' knowledge of their subject is excellent. It is reflected in the high quality questioning of pupils, and in the ability to relate what pupils are learning to everyday life. Support is used well, and teachers maintain good control throughout lessons. The pace of some lessons becomes rushed towards the end with insufficient time for pupils to complete set tasks. This is because there is a tendency to expect too much from pupils.

The science curriculum is excellent. Its quality reflects the co-ordinator's clear

vision of what should be taught, and also how and when. Schemes of work fully embrace National Curriculum programmes of study, and these are well adapted to meet pupils' needs. Continuous assessment is also of the highest standard. All work is marked and there are regular end of module tests. The recording of pupils' attainment is of a very high standard and usefully informs accurate reporting and the setting of appropriate targets. Pupils' examination results in the Certificate of Educational Achievement in Science compare very favourably with those of pupils in similar schools. One pupil sat and passed GCSE Science in 1997, and four pupils sat the examination in the current year.

Management of the subject is excellent. The co-ordinator teaches science throughout the school except to a small group of the youngest pupils and this greatly aids monitoring of the subject. There are excellent procedures for ensuring safety in science lessons and for the safe storage of chemicals. All except the youngest pupils are taught in a fully equipped science laboratory of high quality. There is a full inventory of all resources, including books, which includes the storage location of each item. There is good communication between the co-ordinator and the teacher of the youngest pupils, which ensures continuity between Key Stage 2 and 3.

The subject contributes to pupils' moral and social development through programmes of study which give pupils a good understanding of human reproduction, and also through those which address environmental issues such as acid rain and the greenhouse effect.

## **Other subjects or courses**

### **Art**

Pupils make good progress across all key stages and at Post 16. At the end of Key Stage 2, pupils can use a range of tools and materials including paint, crayons and recycled materials. They observe natural and man-made forms closely and interpret them through lively paintings, collage, or imaginatively conceived models linked to topic work. During the inspection, for example, some boys were delicately painting balancing parrots, an activity linked to the science theme of forces and motion.

At the end of Key Stages 3 and 4, pupils record with increasing skill what they have seen, imagined or recalled. They select and use a variety of materials with which to express ideas and feelings. Boys in Year 8, for example, can produce imaginary landscapes in two and three dimensions, using simple aerial perspective of roads, rivers and bridges. In Years 10 and 11, pupils progress to using colour to create perspective and vanishing points, sometimes working to scale. They also produce very individual art work enhanced by familiarity with the work of famous

artists such as Constable, Van Gogh and Raoul Dufy. Pupils learn to use appropriate materials for specific purposes, for example selecting pastels to portray the coat of a tiger, or poster-colours to depict a detailed study of the Titanic. They also use more specialist vocabulary linked to their own particular projects.

At Post 16, students make connections between the outer, physical world in which they live and the inner world of their thoughts, feelings and emotions. They engage successfully in the process of painting colourful pictures in response to stories, poems and music, or observe, analyse and interpret the beauty and change in mood of landscape, seasons and weather conditions.

Pupils and students at all key stages have positive attitudes to their work and learn to express their ideas and feelings with increasing confidence as they mature. From Key Stage 2 they learn to be considerate to others when reviewing their own and others' work, and tackle art challenges with enthusiasm. Pupils and students usually concentrate when listening to others and display appropriate independence in the selection and use of their materials. Older pupils are learning to plan and redraft work co-operatively and to evaluate their own work, with support where necessary. They take pride in the presentation of work.

The quality of teaching is good across the school. There is a good balance between the requirements of the National Curriculum attainment targets, Investigating and Making, and Knowledge and Understanding. Pupils are appropriately taught creative, imaginative and practical skills to develop their visual perception and art literacy. At the same time, good links are made with the creative work of different cultures and artists, to promote comparisons between a range of art styles and traditions. Teachers create an atmosphere that values and encourages individual interests and talents, and provide genuine purposes for experimentation with materials and techniques to promote the communication of ideas. They also organise a variety of pupil groupings, although many pupils and students prefer to work independently. All teachers and support staff give good demonstrations or explanations, and through careful lesson planning they build on pupils' previous achievement. Staff know their pupils and students very well.

There is regular assessment and rewarding of progress, and oral feedback is particularly effective. Pupils are also encouraged to evaluate their own and others' work. Staff strive to match existing resources to pupils' interest and need. They encourage pupils' independence in selecting, organising and putting resources away at the end of lessons. Staff expertise is used effectively to promote high standards, and to develop knowledge, understanding and skills.

The newly appointed art co-ordinator has worked very hard to develop an art curriculum within the constraints of a temporary classroom. The curriculum has been carefully thought out and a good policy, guidelines, and schemes of work are in place. These are being used effectively to inform lesson planning. Support staff are used very well, and their roles are well defined. The range of resources is currently narrow because of the lack of space, especially for crafts such as print-making, pottery and sculpture. This is limiting opportunities for older pupils and students to gain accreditation in these areas. Computer facilities are planned for the next phase of accommodation.



## **Design and technology**

Pupils make very good progress at all key stages and at Post 16. At the end of Key Stage 2, pupils already produce work of high quality with appropriate support. They familiarise themselves with safety regulations and put them into practice, respecting the workshop tools and machines. With support, Year 6 pupils plan and make intricate wooden marble runs, working models of windmills, and 'convertible' cars, combining wood and heavy duty fabric.

At Key Stages 3 and 4 and Post 16, pupils and students work on individual projects with increasing competency. Work is planned well, and full attention paid to the 'fitness' and purpose of the products. All is executed with increasing skill and care. Products are evaluated according to the match of plans, and records and are modified where necessary. Pupils see a genuine purpose in their work. They can demonstrate their very good progress through the high quality finish and standards achieved in their pieces of furniture presented for accreditation; free-standing mirrors, chest of drawers, clocks and model vehicles, for example. Pupils use power tools with confidence and due regard to safety throughout lessons.

All pupils and students show very good attitudes to their work, listening carefully to instructions and responding thoughtfully to questions about previous learning. They are always absorbed in their tasks, show pride in their achievements, and have good attitudes to preparation and tidying up. Pupils ask sensible questions and request advice or assistance when they need it. Older pupils and students are keen to work independently, adopt a structured approach to making, and strive for accuracy in the written or oral evaluations of their work.

The quality of teaching in design and technology is at least very good, and often excellent, throughout the school. There are good reminders about previous learning and the progress pupils are making. There are very effective combinations of whole-class introductions and individual advice when pupils are engaged in 'making' tasks. Pupils are encouraged to think about their work by skilful questioning techniques. Excellent records are kept of pupils' progress, and these are discussed with them on a regular basis.

There is an increasing and successful incorporation of design work and evaluation of results as pupils mature, thus providing an appropriate curricular balance. The subject is taught by the dedicated subject co-ordinator, whose subject knowledge and expertise is outstanding. He also harnesses the expertise and skills of a technician and support staff, who also provide good quality guidance and advice.

The design and technology suite is spacious and well equipped. An adjacent room for other aspects of the subject has yet to be fully equipped, awaiting plans for future developments such as electronics. The department, with its exemplary systems for individual assessment, recording and reporting, excellent policy documents, individual and National Curriculum schemes of work and detailed

planning, promotes very high standards of knowledge, understanding and skills. Tasks are so carefully matched to pupils' interests and needs that they are able to succeed and to appreciate the 'fruits of their labour'. Their successes progressively build their self-esteem. The introduction of a control technology workstation, a music workstation and a metal-working area has enhanced individual skills, choices and range of interests. The subject makes a unique contribution to pupils' overall development, and encourages them to be disciplined and sensible in their attitudes to work, and towards each other. Pupils' examination results in the Certificate of Educational Achievement in Design and technology compare very favourably with those of pupils in similar schools.

Food technology has begun to be successfully delivered in the new Post 16 wing, although not enough lessons were observed to enable a judgement to be formed about standards achieved. However, there are detailed lesson plans within the policy framework, and lessons take place in a highly efficient and well designed kitchen and attractive living skills area. Owing to re-organisation, a specialist teacher of food technology for Key Stages 2 to 4 has yet to be appointed, and so pupils have only informal cookery sessions during activities after school.

## **Geography**

Geography is taught as a separate subject in Key Stages 2 and 3, and in Key Stage 4 elements of geographical study are included within a wider humanities programme. At Key Stage 2, pupils compare living in a town to living in a village. As part of this process they are collecting a good range of photographic and other evidence from the local settlements of Pilley and Lymington. Pupils contribute effectively to the drawing up of a questionnaire which they might use if they interview residents of these settlements. For example, they would want to know if people in Lymington use the local library, or how people in Pilley get to work.

At Key Stage 3, pupils understand the reasons why dams are built and the effect these structures can have on the local environments. They explain that dams slow down the flow of water and that although they can be used as a means of flood control they will also cause flooding and loss of large areas of land on the upstream side. In such discussions, pupils show good understanding and use their learning from previous lessons. Scrutiny of pupils' previous work shows that some higher attaining pupils developing the skill of using bar charts to compare the birth and death rates of the peoples in the Indian sub-continent.

Progress overall is satisfactory. Evidence from a scrutiny of pupils' work as well as observation of their lessons indicates steady progress over time. However, in some lessons the emphasis is more on learning facts than on gaining understanding. An example of this was in Year 9, where pupils learnt the facts about the transmission of electrical power between England and France, rather than developed understanding of the wider implications of such an activity. There

are similar examples of rote learning in the pupils' exercise books.

The quality of teaching at Key Stage 2 is good. At Key Stage 3, the quality of teaching is satisfactory overall, though some teaching is poor.

In the good teaching, there is effective use of resources which are well matched to pupils' abilities, and a calm and methodical approach which develops pupils' previous experiences. Learning objectives are clearly explained to pupils at the beginning of lessons. In the poor teaching, lesson planning is confused, and learning objectives are not explained to pupils. There is a rapid delivery style which pupils find difficult to follow and which allows them too little time to respond, and instances where the title of the lesson is presented two-thirds of the way through the session. The quality of support offered by the education support staff is good, in terms both of their knowledge of the subject and of their expertise in managing the pupils' behaviour. On at least two occasions, education support assistants were observed reminding the teacher of the objectives contained within the pupil's Individual Development Plan. Homework is provided, but normally on the 'need to finish' basis. This approach does not challenge pupils' abilities to extend their own knowledge base or develop their understanding of the concepts being taught.

The co-ordination of the subject is satisfactory and the planning closely follows the requirements of the National Curriculum programme of study. Assessment takes place at the end of each module, and in this way the co-ordinator ensures the attainment and progress of each pupil.

## **History**

Pupils at Key Stage 4 are studying for the Certificate of Educational Achievement in 'The History of the Twentieth Century World'. The most recent results in this examination are good and compare favourably with schools of a similar type.

Pupils at Key Stage 2 are able to use different sources of evidence, both in writing and in pictures, to gain accurate concepts of life in past times. For example, they show a good understanding of chronology through identifying changes within their own life, and they relate this to changes in areas such as that of transport. By the end of the key stage, higher attaining pupils are able to discuss critically a range of evidence and draw conclusions about the reasons for the development of the car. They note how it has changed in shape and use, as well as how it has affected our lives. Other pupils can successfully sequence a range of pictures relating to transport development, and where their selection differs from that of others they can justify the reasons for their choice.

At Key Stage 3, pupils are learning about the reasons for the 'Black Death' and how it was spread. In discussion, higher attaining pupils show understanding of

the effect of presence of the English Channel on the spread of this disease, and they work out ways in which the Channel produced this effect. In their study of the reign of Edward VI, pupils show a satisfactory understanding of this period of history, and in discussions they draw on their own experiences, such as a previous visit to the 'Mary Rose' exhibition.

At Key Stage 4, most pupils have a satisfactory knowledge of historical facts, and higher attaining pupils use this knowledge well in their study of the era of the Second World War. Not all pupils are able to grasp the concept of 'remembrance' as it relates to this period of history. Scrutiny of previous work indicates a satisfactory understanding of how and why wars might occur, and higher attaining pupils can relate this to the rise of Hitler.

Progress is consistently satisfactory across all three key stages. In lessons, younger pupils make better progress because teachers encourage them to incorporate skills and knowledge learned from previous work. Such progress is linked to higher expectations on the part of these teachers.

In most lessons, pupils' response to their learning is satisfactory. At Key Stages 2 and 3, they take turns in discussions. They work particularly well when they are interested enough in the subject matter, such as the detail of the 'Black Death', to remain concentrating for long periods. At Key Stage 4, pupils generally settle well to their tasks and competently join in with the discussion phase of lessons. Where their interest wanes, they become disruptive and they are openly disrespectful to the teacher.

The quality of teaching at Key Stage 2 is consistently good. At Key Stages 3 and 4, the quality of teaching is satisfactory overall, though some teaching is good and some is unsatisfactory.

Where the subject is taught with enthusiasm and enjoyment by the teacher, the pupils pick this up and put similar effort into their learning. All teachers show a sound knowledge and understanding of the material, but only in the good teaching does this translate into statements of learning objectives which are clearly explained to pupils at the beginning of lessons. These objectives are well based on skills learned in previous lessons. In the good quality teaching at Key Stage 2, pupils are encouraged to verify the accuracy of one historical source by comparing it with another. In such lessons both time and carefully selected resources are fully used, and in this way pupils of different attainment make satisfactory progress.

Where teaching is unsatisfactory, lessons follow a rigid format which does not always encourage pupils to be active contributors to their own learning. Material is factually presented in a rapid manner and little time is given to pupils to allow them to develop their own responses. In these circumstances, lower attaining pupils are unable to fully grasp the concepts behind what is being taught, and their progress cannot be ensured.

The organisation and planning of the subject fully covers the requirements of the National Curriculum. The precise and detailed recording of work done by pupils enables the co-ordinator to be fully aware of attainment and progress throughout the school.



## Information technology

Pupils' individual attainment across and within key stages varies considerably. Some pupils within all key stages show an aptitude and skill with information technology which exceeds national expectation for their age, while others are reticent in their approach to the use of computers. The subject is still within the developmental phase of provision, and the co-ordinator is currently conducting a thorough assessment of baseline skills and of teaching. These experiences are helping to ensure that the most basic requirements for the successful use of information technology are known to all pupils.

The majority of pupils are able to turn on computers in the prescribed manner and to access a range of appropriate software. Higher attaining pupils can successfully manipulate items such as spreadsheets, and they show secure understanding of the potential of computers in setting out their work in imaginative and varied styles.

Across all key stages, all pupils make at least satisfactory progress, and in Key Stages 3 and 4 progress is often good. Pupils are developing their understanding and skills, and many can select from a range of software to produce their work. For example, pupils can use graphics programs to produce pictures which they then 'export' and use in support of their other work. Pupils successfully use information technology within other areas of the curriculum. While the skills are generally under-represented in English, there are nevertheless some good individual examples of word-processing which enhance the quality of pupils' work. A particularly good example of this was a piece of sensitive and imaginative poetry entitled 'The New Forest Morning'. A further good example of pupils' adeptness in using the technology was to be seen in a game called 'Race to Zaire', which was invented by a pupil. This included the drawing up of the rules and the production of counters, flags and other equipment necessary for the game. In design and technology, pupils have the opportunity to develop skills of computer aided design, and the recent acquisition of a software package will further enhance these skills.

The quality of teaching is mostly good or excellent. Lessons are well planned and take into account individual pupils' needs and levels of understanding. These are presented with infectious enthusiasm and a high degree of skill in the management of pupils and groups. In one example seen a very reluctant pupil was persuaded to take part in an exercise involving the use of 'Logo'. The teacher was able to challenge the pupil at an appropriate level of skill, and the end result was that the pupil made progress in the lesson and simultaneously raised his self-esteem.

Where pupils show a high level of competence in using computers the teacher is able from his own expertise to competently raise the level of challenge to an appropriate pitch.

The school is on a steep learning curve in its development of this subject. The co-ordinator is developing an appropriate scheme of work which will meet the requirements of the National Curriculum, although much of the current work is focused on the lower levels of attainment. The skill and expertise of the co-ordinator will ensure that the use of information technology becomes more widespread across other subjects. To this end, the co-ordinator is already working in partnership with the mathematics co-ordinator to have such a practice in place by the end of July 1999.

### **Modern Foreign Language**

The school rightly decided to review curricular plans for teaching French, as initial attempts to teach the subject were unsuccessful. The various courses on offer have been thoroughly reviewed.

A suitable course, which provides a wide range of work and clear indications of how the work could be differentiated, has been acquired. Lessons are to resume in September. Previous experience was that a few boys were very keen but some were resistant to the different form of language.

The co-ordinator is a fluent French speaker. She has clear views about how the subject should be taught and managed. The prospects are positive and with good support the subject should progress well.

### **Music**

Because of the inspection timetable no lessons were seen in Key Stages 2 and 4. In the one lesson seen at Post 16, the music teaching was combined appropriately with work on the students' personal and social development. Inspection evidence included observations of individual music sessions, the choir and assemblies, discussions with pupils, and scrutiny of teaching records.

Pupils make good progress in music in all key stages. They improve their ability to sing from memory, with a developing sense of tune. With substantial support from all staff, their quality of singing in assemblies is good and tuneful. Although the choir is small in number, the pupils, mainly from Key Stages 3 and 4, sing a Beatles medley with enthusiasm, fair tune and good rhythm. The medley is performed with a great sense of style, and some individual pupils are keen to take a lead by singing solos which are very competently performed. The choice of songs for the choir is influenced by the pupils' clear musical preferences.

Pupils of all ages have strong views about the style of music they prefer. They develop broad knowledge of music from many times and places, and their musical choices represent this breadth. Pupils extend their knowledge of different

composers and schools of music. For example, pupils in Year 8 remember that Bach and Handel are from the Baroque period and they name Handel's Music for the Royal Fireworks as an example of the period. Most pupils in Year 9 can recognise classical music and explain the difference between Classical and classical music. They also know that music sometimes crosses styles, and give Classic Rock as an example. Year 9 pupils show their ability to listen and appraise music, by their careful thought and skilful choice of words and phrases to describe Debussy's Prelude à l'après midi d'un faune. They use Italian terms, such as 'crescendo', 'morendo' and 'largo' with confidence.

Pupils are effectively developing their abilities to play instruments and compose their own pieces. For instance, Year 8 pupils work seriously at the music they are composing for the coming festival. One pupil improves his technique for playing the tenor recorder as he works at his piece. The pupils' growing ability to write music notation and symbols helps the process of composition. Some pupils are becoming confident with the skills they are learning in individual guitar and drum lessons, and one has recently chosen to have harmonica lessons.

Post 16 students use their knowledge of music to choose concerts they wish to attend. They discuss their intentions and develop their knowledge of booking systems, as they put their wishes into practice.

Pupils respond well to the many opportunities offered. They listen well to music, and particularly so when the teacher demonstrates points by playing her flute. Year 9 pupils are very attentive when they analyse the Debussy piece. They have a lively exchange of views about their own musical tastes. Pupils in the choir are very appreciative of the achievements of those who are bold enough to sing solo.

The quality of teaching is never less than good, and some teaching is very good. Lessons are very well planned. Teaching is clearly based on previous experiences and on future intentions. For example, the planned music festival motivates the pupils to refine their performance, and brings a very real sense of purpose to their music making. The teacher's own musical knowledge and skills contribute greatly to the quality of teaching, as does her great commitment to the subject. For example, her professional performance of celebration music for flute gives Year 8 pupils a sense of style, and inspiration for their own ideas. Musical ideas and words are very well promoted, for instance the correct use of Italian terms and of names for the different schools of music. A great sense of fun is drawn into activities, for example when the pupils realised that the teacher had slipped the word 'pizza' into the list of Italian musical terms. Their attention was well captured! Useful advice about breathing and posture is given to improve the singing techniques of the choir.

Information is always clearly presented, and good reference made to pictures and practical experiences. The use of a historical time line is a good example of this. It also helps the pupils to understand their studies in a historical context. Teaching

approaches are well chosen for their purpose. When Year 9 pupils are given a list of Italian terms and phrases, their memory of previous learning is prompted, and they are helped to focus as they listen and make decisions about the effects of Debussy's music.

There is excellent use of time, with much achieved in every lesson, and each activity given an appropriate amount of time. Lessons have very good pace, but enough time is given to check pupils' learning. The very good behaviour management is based on clear expectations for work and behaviour. It includes good use of humour, careful note of which pupils need help, and the use of rewards, as well as the careful application of the school's points system at the end of lessons. Rewards have an appropriate musical bias, for instance the short extract from the film 'Grease' which was played at the end of a lesson. Pupils are praised for the positive contributions they make, as well as for their successes. Resources are used well, with CD ROMs, audio cassettes, videos and a good range of instruments to illustrate points. The education support assistant makes a skilful and enthusiastic input to teaching, and draws well on her own musical knowledge. Various members of staff contribute by using their good instrumental skills for teaching or accompaniment.

The co-ordinator has been recently appointed to the post. In a relatively short time, a good quality curriculum and useful assessment procedures have been developed, and the foundations of a music tradition have been built. Good links are being developed with other subjects, especially history and geography. The subject promotes the pupils' cultural development well and helps their ability to communicate. It gives individual pupils scope for developing their skills and interests. Staff skills have been thoroughly audited and are well exploited. Performances by the 'Southlanders' group of staff musicians show pupils the value of collaborative music making. The planned developments to the music suite will add to the present achievements.

## **Physical education**

*It is well documented that young people with Asperger Syndrome experience difficulty with motor co-ordination to a greater or lesser degree. Clumsiness is a feature of this disorder, and many with Asperger Syndrome are dyspraxic. Because of their difficulties, young people with Asperger Syndrome have often experienced failure on the playing fields and in the physical education curriculum commonly found in schools. Success can be hard won, and motivation to try may be low. Social difficulties may lead to problems with team games. The nature of the development of these pupils means that steady progress through the levels for each key stage of the National Curriculum is seldom achieved.*

Even when pupils' individual difficulties are taken into account, progress across all key stages is generally unsatisfactory. Teaching appropriately focuses on the development of individual attainment, but pupils' acquisition of skills occurs at a slow rate. Some pupils understand the purposes of exercise, and higher attaining pupils can explain the effects of this on their bodies. For the majority, however, physical education is just another lesson on the timetable.

From a standing start, pupils are able to jump distances ranging from 0.83m to 1.30m. In throwing a javelin, they can achieve distances ranging from 6.74m to 13.87m. In tennis, as in rounders, they can strike a ball successfully. The higher attaining pupils do this with a measure of accuracy and strength. In general, however, the co-ordination skills shown are below expectations for such pupils. Older pupils demonstrate a wide range of attainment in throwing and catching a cricket ball. Higher attaining pupils within these groups can successfully throw a ball under-arm and achieve a good level of accuracy. They are developing this skill to the level of throwing while on the move.

Many of the younger pupils have a neutral reaction to their physical education lessons. However, they take part willingly and can sustain their effort even when success does not come immediately. Many listen carefully to instructions, but some pupils find these confusing if they are presented as a long string which they have to remember and respond to. It is pleasing to see that in some lessons, such as rounders, some pupils are able and happy to encourage those who experience greater difficulty in striking the ball. Older pupils particularly have mature responses to decisions made within game situations, and where disagreements occur they readily accept proffered solutions.

The quality of teaching is satisfactory overall, though some aspects of the teaching are unsatisfactory. Where the quality of teaching is most secure, lesson plans are brief but adequate, and pupils are helped to develop appropriate skills. All lessons are founded on the solid relationships which the teacher has with the pupils. These are used to good effect to see the lessons through.

An unsatisfactory aspect of the teaching is that too little attention is paid to coaching points, such as the correct grip and pronounced back-swing which would help pupils to hit a ball with greater ease and accuracy, when developing the forehand tennis stroke. In a cricket lesson at Key Stage 4 teaching was of an excellent standard. The pace of the lesson was brisk, and the coach employed a variety of strategies to practise and reinforce the skill of picking up and throwing a cricket ball. By using detailed knowledge of the pupils, the coach was able to adapt the exercise to their specific needs, for example by rolling the ball to their dominant side, or by using appropriate pace on the ball to challenge them to succeed. Where pupils did not achieve success, coaching points were given immediately, and these made the pupils' actions more effective. The support given by education support assistants is of good quality. Where they are appropriately briefed as to their task they fulfil these requirements with great skill and expertise.

Progress within the subject is generally unsatisfactory, as neutral standards are expected of pupils, and in most cases this expectation is fulfilled. Pupils are able to gauge their own performance in lessons involving jumping or throwing, but the current recording process is not based on previous records and so cannot establish the progress pupils make year on year.

Planning of the subject and the provision for individual pupils is in need of considerable development. The current plans do not cover the requirements of the National Curriculum, as dance is not included. Although there is a wide range of activities available to pupils, including horse-riding, sailing and climbing, the benefits gained by pupils from these experiences are not planned as elements within a wider programme of provision. Co-ordination of the subject is unsatisfactory and currently does not ensure the attainment and progress of pupils throughout their stay at the school.

## **Religious education**

Progress in religious education is sound overall and slightly stronger at Key Stage 2, where it is good. School assemblies are of such a high standard that they effectively constitute extra taught time for the subject, for all pupils.

In a religious education lesson at Key Stage 2 pupils were preparing for one such assembly, rehearsing a dramatic portrayal of the story of Jonah and the Whale. Pupils were asked to draw on personal experiences of times they had needed forgiveness. Other Key Stage 2 pupils in a lesson with younger Key Stage 3 pupils had rudimentary understanding of Hindu beliefs and ritual. These younger pupils also have a sound knowledge of the Christian experience and know many traditional Bible stories. By the end of Key Stage 3, pupils talk knowledgeably and answer questions about some other major world faiths, including Islam and Judaism. Pupils in Key Stage 4 are studying the Indians of North America. They know about the Indians' philosophy regarding life and death, and understand that their Great Spirit was their equivalent of the Christian God. At Post 16 the focus moves more towards personal and social education in lessons. As all pupils attend assemblies, the religious content of these helps consolidate their existing knowledge.

Younger pupils in particular enjoy religious education lessons. They concentrate hard and listen to instructions. Their behaviour is good and they interact well with other pupils and with staff. When handling fragile artefacts they take great care. Older pupils remain compliant in the main, though there are occasional unsolicited views given by a small number of pupils. In assemblies, behaviour is excellent, with pupils keen to participate in the singing of hymns and the answering of questions, and also in the acknowledgement of other peoples' beliefs.

The teaching of religious education is sound overall and good at Key Stage 2, where skilful questioning and excellent prompting involves the whole class. Teachers at all key stages organise their lessons well, using a good range of artefacts and videos to vary the experiences of pupils. Teaching is at its best in whole school assemblies, which are well planned and well delivered, and involve and enthuse pupils. The main weakness of teaching is that planning does not sufficiently address learning objectives, which makes it difficult for teachers to

assess progress within lessons.

Religious education is in the early stages of development. The recently appointed co-ordinator has, in a short space of time, made a creditable effort to produce sound documentation and schemes of work. This documentation will be reviewed in the light of the newly published Agreed Syllabus for Hampshire. The aims for the subject are clear and relevant. Much of the planning is on its first run through, and this means that there has been no opportunity yet to make adjustments in the light of assessment, which is in itself underdeveloped. Useful links have been forged with mainstream schools to enable the maintenance of standards and to establish training opportunities.

There is a deliberate policy of using videos and artefacts to stimulate the interest of pupils. The range of these resources is good and includes a broad range of religious texts, including the Bhagavad Gita of the Hindu faith and the Koran of the Muslim faith, as well as the Old and New Testaments. Other resources include a miniature replica of a Torah Scroll, a prayer mat and many posters.

The subject makes a very positive contribution to the spiritual, moral and cultural development of all pupils, and assemblies provide an excellent spiritual and social experience

## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

Five inspectors, including a lay inspector, spent over 100 hours with pupils in the educational and residential settings, and in the community, talking to them and looking at their work. Seventy-five lessons or parts of lessons were observed. Pupils and students from each age group read to inspectors individually, or in the course of their lessons.

interviews were held with the following school staff:

headteacher, deputy headteachers, key stage and Post 16 co-ordinators, each teacher in their role as subject co-ordinator, assessment co-ordinator, records of achievement co-ordinator, speech and language therapist, team leader and care staff, night care staff, office administration team, acting domestic bursar, and the cook;

the following persons gave interviews:

an assistant director of the Hesley Group, the Hesley Group accountant, a Local Education Authority officer, a County Social Services inspector, a consultant child psychiatrist, the independent listener/person, an educational consultant to the school, and a parent;

examples of work for each subject and age group were inspected, as were the displays in the corridors and classes;

inspectors scrutinised all available records, including statements, annual reviews, pupils' reports, individual learning and behaviour plans, and financial accounts and audits - school documents, including curricular plans, were inspected;

observations were made of assemblies, break times, breakfasts, mid-day and evening meals, and leisure activities.

## Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y5 - Y13+	49	49	49	0

### TEACHERS AND CLASSES

#### Qualified teachers (Y5 - Y13+)

Total number of qualified teachers (full-time equivalent)

12.20

Number of pupils per qualified teacher

4

#### Education support staff (Y5 - Y13+)

Total number of education support staff

9

Total aggregate hours worked each week

315.00

## FINANCIAL DATA

Financial year:	1996/1997
	£
Total income	2,023,432.00
Total expenditure	1,516,651.00
Expenditure per pupils	36,110.74
Balance brought forward from previous year	none
Balance carried forward to next year	506,781.00*

Amounts cover education, care and medical elements

\* The school is part of a group of nine schools/colleges and accordingly the balance is not carried forward. It is set against a number of centrally controlled costs.

## PARENTAL SURVEY

Number of questionnaires sent out:

43
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Number of questionnaires returned:

27
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Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	36	52	12		
I would find it easy to approach the school with questions or problems to do with my	81.5	18.5			
The school handles complaints from parents well	52.2	39.1	8.7		
The school gives me a clear understanding of what is taught	37	40.7	14.8	7.4	
The school keeps me well informed about my child(ren)'s progress	59.3	33.3	3.7	3.7	
The school enables my child(ren) to achieve a good standard of work	58.3	29.2	12.5		
The school encourages children to get involved in more than just their daily lessons	85.2	14.8			
I am satisfied with the work that my child(ren) is/are expected to do at home	29.4	29.4	23.5	5.9	11.8
The school's values and attitudes have a positive effect on my child(ren)	81.5	11.1	3.7	3.7	
The school achieves high standards of good behaviour	69.2	19.2	7.7	3.8	
My child(ren) like(s) school	48.0	44	4	4	