

INSPECTION REPORT

DAME HANNAH ROGERS SCHOOL

IVYBRIDGE

Unique reference number: 113653

Headteacher: Mr W. Evans

Reporting inspector: Ian Naylor
20906

Dates of inspection: 21-23 May 2001

Inspection number: 193694

Short inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Non Maintained
School category:	Special Residential
Age range of pupils:	8-19 years
Gender of pupils:	Mixed
School address:	Woodland Road Ivybridge Devon
Postcode:	PL21 9HQ
Telephone number:	01752 892461
Fax number:	01752 898101
Appropriate authority:	The Trustees
Name of chairman of governors:	Lady Yvonne Nicholson
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
20906	Ian Naylor	<i>Registered inspector</i>
A01311	Barry Wood	<i>Lay inspector</i>
10668	David Walker	<i>Team inspector</i>
3838	Aileen Webber	<i>Team inspector</i>

The inspection contractor was:

*Westminster Educational Consultants
Old Garden House
The Lanterns
Bridge Lane
SW11 3AD*

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Alexandra House
33 Kingsway
LONDON
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

A non-maintained special school for residential and day pupils aged 8-19. There are currently 44 girls and boys on roll. All pupils have physical difficulties, and many have Cerebral Palsy. Some pupils have severe communication disorders and the range of learning difficulties is from profound to moderate. The number of pupils with severe learning difficulties has increased significantly since the previous inspection. There are weekly and termly boarders (38 weeks per year). The school admits pupils from twenty-two local authorities. It is organised in two departments: 8-16 year olds (3 classes) who follow the National Curriculum, plus an Intensive Support Unit (ISU)- 11-19 years which meets the needs of pupils with severe or profound learning difficulties and additional sensory impairment. The Further Education Department 16-19 year olds (3 classes) follows ASDAN (Awards Scheme Development and Accreditation Network) and ALL (Accreditation for Life and Living), and National Skills Profile (NSP) accreditation. Many pupils need Augmentative and Alternative Communication (AAC) and use word or symbol systems and electronic communication aids with voice output. The school makes extensive use of special equipment including computers, communication devices and video. A Total Communication Environment is an aim of the school. Most students at Post 16 live in specially equipped bungalows where they learn independent living skills.

HOW GOOD THE SCHOOL IS

This is a highly effective school in which there is exceptional leadership, very good teaching and very good provision of therapy within a multi-disciplinary environment. There is a very high quality of residential care. This leads to the very good achievement of pupils, particularly in their communication and independence skills. The school gives very good value for money.

WHAT THE SCHOOL DOES WELL

- Teaching is very good overall and, as a result, pupils' attitudes and behaviour are very good.
- A particular strength of the school is the use of Augmentative and Alternative Communication (AAC).
- The achievement of pupils is very good and is very well supported by the use of external accreditation.
- The curriculum is very good. It is greatly enhanced by the extended curriculum, and supported by the close links between school and by the high quality provision of residential care.
- The principal gives excellent leadership and is superbly supported by the other senior managers, the trustees and the governors. Between them, they provide very good personnel and financial management.

WHAT COULD BE IMPROVED

- There are no major issues.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the last inspection in February 1997. All the key issues identified in that report have now been successfully addressed. The school improvement plan has been greatly improved. It is now a very strong and detailed document that successfully focuses all school developments. A modern foreign language (French) is now included for pupils at Key Stage 3, and also taught at Key Stage 4 and Post 16. Physical education now meets requirements. The role of subject co-ordinators has been improved. This has enhanced development of the National Curriculum in the school, and supports the introduction of accredited courses for pupils at Key Stage 4 and Post 16.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 16	by age 19	Key
Speaking and listening	A	A	very good A
Reading	B	B	good B
Writing	B	B	satisfactory C
Mathematics	A	A	unsatisfactory D
Personal, social and health education	A	A	poor E
Other personal targets set at annual reviews or in IEPs	A	A	

The characteristics of the pupils for whom the school caters make it inappropriate to judge attainments against age-related national expectations or averages.

Pupils' achievements are very good, and they often make exceptional progress over time. In particular, pupils with severe communication difficulties make progress in their ability to communicate, through the use of augmented and alternative communication systems and the support of speech and language therapy. Most pupils make very good progress in their social skills so that, by the time they leave school, they have the independence skills to move on to further education courses or training placements. Pupils have an impressive array of accredited courses that they have completed through ASDAN, ALL or the National Skills Profile.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy being in school. They join in lessons and activities willingly and participate well. They work very hard and take great pride in their achievements.
Behaviour, in and out of classrooms	Very good. There are very few incidents of poor behaviour. The general conduct of pupils is excellent and supports their learning.
Personal development and relationships	Very good. Pupils have very good relationships with staff. There are many opportunities through the personal, social and health education programme, particularly for those who reside in the school, to support pupils' learning of social and life skills. A student council helps to promote pupils' awareness of others and the responsibility of making decisions. Because of their communication difficulties and, to some extent, the demands of their various therapies and special needs, it is sometimes difficult for pupils to form relationships with one another. However, they know each other as people and members of a close community.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-16	aged over 16
Lessons seen overall	Very good	Very good.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is very good overall. All teaching is at least good with no unsatisfactory teaching. Out of the 32 lessons observed, 6 were excellent, 15 very good and 11 were good. A particular strength of teaching is the use of Augmentative and Alternative Communication (AAC).

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Both school and further education departments offer a broad, balanced and highly relevant curriculum. The school curriculum includes all subjects of the National Curriculum and religious education. The further education department provides learning and training for independence and life after school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' social and moral development is excellent, and is particularly well supported by the residential environment. There is an excellent sense of community and shared purpose. Assemblies celebrate pupils' achievements. Religious education lessons, educational visits, visitors to school, and many other areas of teaching provide very good provision for spiritual and cultural development.
Partnership with parents	Staff continually and consistently give excellent support to parents. This is particularly evident during induction and transition periods for each child. Parents receive very good information in annual reviews and reports, and they are fully involved in deciding the next targets for learning and the care of their child. Parents are fulsome in their praise for the extent of the care and consideration given to the whole family of any child, with nothing being too much trouble.
How well the school cares for its pupils	There are excellent procedures for child protection and welfare, and a very high quality of care. Arrangements for health and safety are very good. Pupils' needs are carefully assessed and recorded through the excellent multi-disciplinary care plans. Visiting professionals provide very good support and staff liaise with them very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The principal provides high quality leadership. All senior managers follow his example of commitment with the result that there is an exceptionally high level of management across all departments of the school.
How well the appropriate authority fulfils its responsibilities	The trustees, supported by the school governors, carry out their duties in an exemplary way. They have very detailed policies and procedures to meet all statutory requirements.
The school's evaluation of its performance	The principal and senior managers have a very good awareness of the strengths and weaknesses of the school and use this knowledge in the strategic planning for future development. They are always striving to improve. Together with the school governors, they have introduced the recommendations for performance management procedures. There are good procedures in place to monitor teaching and learning.
The strategic use of resources	Strategic planning is very good and has improved since the last inspection following the introduction of a comprehensive school improvement plan. The bursar operates very effectively as a member of the senior management team. All financial resources are used appropriately, including standards funding. The bursar's office provides highly efficient financial management and the school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Friendly family atmosphere. • Very good range of therapies. • 24 hour curriculum is very good. • High quality of care. • Principal and head of care give exceptional support to pupils and parents. • There is excellent provision for physio, occupational, and speech and language therapy. • Level of information provided for parents is very good. 	<ul style="list-style-type: none"> • Some of the terms used in annual reviews and reports could be less technical. • Further education department should try to be less protective.

Inspectors agree with the views of parents. They found no evidence to suggest that the school was over-protective of its pupils, but rather that staff were only too keen to promote independence for pupils in whatever way possible. However, it is true that even more opportunities could be found for Post 16 students, in particular, to mix with their peers in the local community.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is very good overall and, as a result, pupils' attitudes and behaviour are very good.

1. Teaching is very good overall. All teaching is at least good, with no unsatisfactory teaching. Out of the 32 lessons observed, six were excellent, 15 very good and 11 were good. A particular strength of teaching is the use of Augmentative and Alternative Communication (AAC). Teaching is very good in English, mathematics, science, physical education, French, religious education, personal and social education, and information and communication technology. It is good in design and technology and geography. No lessons were seen in art, or history.

2. Teaching is of a high standard because it has so many strong features, such as detailed knowledge of pupils' needs and very good attention given to their academic, emotional and physical well being. The teaching of the National Literacy and Numeracy Strategies is good. Teachers promote the acquisition of language and number skills very well across all subjects. Excellent multi-disciplinary teamwork is found in many lessons. Teachers work successfully alongside learning support assistants, speech and language therapists, physiotherapists and occupational therapists. Each of these groups of staff gives excellent support in lessons in a seamless manner. Often it is difficult to distinguish who is leading the session. Teachers and other staff follow detailed pupil individual education plans that have multi-disciplinary aims. Lessons are very well planned and organised, with activities that are well matched to the needs of pupils. There is very effective use made of a wide variety of resources, particularly those for supporting pupils' communication. Teachers have a very good knowledge of electronic and information technology equipment, and use this well to support learning. They use AAC very effectively, in conjunction with speech and language therapists, to enable non-verbal pupils to communicate and participate in lessons.

3. Learning is also very good because teachers make clear to pupils what they have to do to succeed, making sure that they understand routines and the reasons for doing things. Each pupil is given individual support and enabled to participate within his or her own abilities. Management of behaviour is very good, with excellent use of praise, encouragement and rewards, such as the school certificates of achievement. Consequently, pupils have a very positive attitude, their behaviour is very good, and they work very hard and concentrate well on tasks set.

4. Many of these strong qualities of teaching and, in particular, the multi-disciplinary approach by staff, were illustrated in an excellent lesson in physical education, using a trampoline for 'rebound therapy.' It was jointly lead by the teacher and a physiotherapist, and had superb support by learning support assistants. The lesson was meticulously planned, prepared, organised and taught. There was a high level of co-operation and support between staff, and careful attention paid to pupil safety and dignity. Staff made very good use of verbal prompts and instructions, using signing and symbols to reassure the pupil (who has profound learning difficulties). This good

support gave her confidence to engage in the activity in a purposeful and relaxed way. Each member of the teaching team understood their role, the needs of the activity and those of the pupil. There was an excellent relationship between staff and the pupil, and between staff themselves. Very detailed assessment files were kept by the teacher, which showed that progress against the individual education plan's aims was being made. The pupil achieved all the current aims, for example '*to kick legs whilst lying supine*', and also made progress in '*anticipating the activity and co-operation with staff*.' The pupil made excellent progress in her learning and understood the routine. She worked hard and participated willingly, showing evident pleasure.

5. An example of the success of teaching of the National Literacy Strategy was seen in an excellent English lesson that also highlighted the impact of teaching on pupils' attitudes and behaviour. Pupils were creating a collective story about going on a visit. The teacher's detailed knowledge of pupils' physical and academic needs enabled him to involve each pupil in turn. There was planning that included detailed information of what the pupils were to learn in the lesson and detailed learning objectives. These, together with very good relationships and pupil management skills, helped to motivate and challenge pupils constantly without over-exciting them. Pupils were completely enthralled with the activity, and their attitude and behaviour throughout was exemplary. They learned the principles of writing for an audience, and the structure and organisation required to create a story.

6. Teachers use information and communication technology very well in other subjects. They have a very good knowledge of pupils' access needs and adapt the equipment accordingly. These and other strengths, such as the use of pupil self-evaluation, were seen in an excellent lesson on numeracy. It included tasks for each pupil, and the teacher gave very clear instructions so that pupils knew exactly what to do to succeed. The teacher had high expectations of involvement and participation, that supported pupils' attitudes and behaviour. The pupils used different types of mouse, such as a joystick, and a 'tracker-ball, as well as specialised keyboard guards to cater for pupils' particular physical abilities. Teachers were very ably supported in the use of this equipment by learning support assistants, who also recorded and assessed pupils' achievements. At the end of the lesson, pupils answered teacher's questions which clearly demonstrated what they had learned during the lesson.

A particular strength of the school is the use of Augmentative and Alternative Communication (AAC).

7. The use of AAC across the school is firmly established. It is enormously beneficial to a large group of pupils who would have no other means of communication. Many factors are brought to bear to make this system so successful in providing a means of communication for pupils with severe physical difficulties. There is very good teamwork between the speech and language therapy department, teachers, learning support assistants during lessons, and with the care staff within the residential curriculum. There is excellent co-operation and collaboration between them all. For example, the subject leader for English and the senior speech and language therapist jointly wrote the school policy on speaking and listening.

8. There is excellent provision of staffing. The senior speech and language therapist has expert knowledge about AAC. In addition, a specialist speech and language therapist assists pupils to learn the correct skills for eating and swallowing and to devise programmes for use by staff. They are both ably supported by a third speech and language therapist and a speech

and language therapy assistant. The speech and language therapists provide signing training for teachers, learning support assistants and care staff. A speech and language therapist also provides training in the use of AAC equipment, such as the 'Talkers', to all staff, so that they are confident to support the pupils who use it.

9. There is an excellent range of electronic resources such as *Big Macks*, *Delta* and *Alpha Talkers* and many others, as well as non-electronic resources, such as the *Picture Exchange Communication System (PECS)*. There is a range of switches, such as the infra-red head pointer, padded switch, Turk switch (so pupils can trial the one most suitable to them) for Voice Output Communication Aid (VOCA). The school is recognised as a centre of regional excellence for AAC, and there is a developing network with other such centres. There is a close link made by the school with the commercial makers of the high technology electronic equipment, who pay for a specialist adviser at the school, to support staff training for one week. The school also seeks advice from other nationally recognised centres using AAC and keeps in touch with national initiatives.

10. Pupils are very keen to use their communication aids and show great determination at all times. Their attitudes to learning and behaviour are excellent. This was seen in many lessons. Speech and language therapists provide individual, small group, and in-class support to pupils and staff. Teaching and learning provided by speech and language therapists is very good. Therefore, progress made by pupils using AAC is very good, often excellent. This is seen in many lessons, and confirmed by assessments and records in the speech and language therapist files. Pupils produced files of evidence, which includes, for example, problem solving and use of a telephone. Progress in the intensive support unit of pre-intentional communication is also recorded and shows very good progress, given the complex difficulties of the pupils.

11. Some pupils gain accreditation in the use of their 'Talkers' through a City & Guilds accredited course. This course was devised by an external group of speech and language therapists, and included the senior speech and language therapist from Dame Hannah Rogers School. Pupils can gain separately and incrementally certificates for modules, which provides good motivation. Schemes of work used by staff are very good and incorporate elements of commercial schemes, such as the *Derbyshire Language Scheme*, *Language, Learning & Living Programme for Communication (LLL)*, and *Portage*.

12. Some further education students have chosen to learn to sign so they can be a part of the school signing environment. This shows a high level of understanding of the problems of fellow students, and consequently a session on learning 'Signalong' has been planned into their timetables. Parents work with the school on the choice of vocabulary to be programmed into AAC electronic equipment, and help to choose the symbols to be used picture communication symbols (PCS), for their child.

13. The exciting school development, of working towards being a total communication environment, demonstrates the excellent staff commitment to supporting pupils. The school population has changed, and there are now considerably more pupils admitted who require signing, to help them to acquire

language. The school's aim is that every member of staff will have knowledge of, and be able to use, all the forms of communication that may be used by the students, for example speech, sign, symbol, natural gesture, PECS and electronic AAC systems

by some staff. A group of senior managers has researched into the needs of the school and has decided to train eight staff members with “*Signalong*.” This is a simplified version of British sign language, where only two or three of the most important words in a sentence are signed. These eight staff will be then be trained to train other staff.

The achievement of pupils is very good and is very well supported by the use of external accreditation.

14. Pupils enter school with very low attainment, self-esteem and personal and social skills. Most Pupils make rapid progress within their abilities because of highly effective teaching and an appropriate curriculum. Analysis of pupils’ work, teachers’ records, records of achievement, individual education plans, annual reports, accreditation certificates and awards, shows that pupils’ achievements are very good and they often make exceptional progress over time. In particular, pupils with severe communication difficulties make very good progress in their ability to communicate through the use of augmented communication systems, and through the support of speech and language therapy. Most pupils make very good progress in their social skills so that, by the time they leave school, they have many of the independence skills needed when they move on to further education courses or training placements. There is good progress overall made by pupils in English. Their progress in speaking and listening is very good. Progress is very good in mathematics, science, physical education, French, religious education, personal and social education and information and communication technology. Progress is good in design and technology and geography.

15. There is an impressive array of accredited courses that pupils have completed during 2000-2001 through ASDAN, ALL or the National Skills Profile. A total of 25 students have achieved grades in the ALL accreditation; seven students have gained first grade in the National Skills Profile and 21 pupils have gained awards in the ASDAN modules. A total of 18 pupils are currently working through NSP and ASDAN courses. There is a range of other accreditation taken by pupils. For example, a pupil has taken accreditation in use of ‘Talkers’ through the City and Guilds Certificate in Effective Augmentative and Alternative Communication. She has made excellent progress over time and has worked through Lesson Plans Level 1 to 14 over three years. Lesson plans stipulate items of vocabulary and grammatical constructions that must be learned and tested before it can be said the level has been achieved. Another pupil has worked with the Language, Learning and Living Programme for Communication (LLL) over the past two years, and gained Certificates of Merit Levels 1 to 12. Several pupils have taken the Royal Society for the Prevention of Accidents Silver Award for safe use of a powered wheelchair. During the inspection, one pupil gained the Gold Award. As part of the assessment, she had to negotiate her way, in her wheelchair, through a busy market place and use safely a pedestrian crossing. Pupils are rightly proud of all their achievements and certificates, many of which are displayed in classrooms.

16. The school has made great improvements since the last inspection in gaining access for pupils to accredited courses. There is now a co-ordinator for accreditation,

who has moved things forward. Consequently, the school is now a registered centre for the delivery of Oxford and Cambridge and Royal Society of Art Examinations, which include, ALL, and NSP. The Towards Independence and Transition Challenge courses, which form optional parts of ASDAN, were used by the further education department on a trial basis for two years before being adopted. The relative merits of a number of other courses have been explored, but rejected as unsuitable to the needs of the pupils. Currently, there is a range of accredited courses made available to pupils at the school. These are constantly reviewed for suitability for the school as a whole and for individual pupils through regular staff meetings. All teachers have received training as assessors for their own classes, moderation meetings are held with external assessors from the examining authority to ensure standardisation. There is no doubt that participation in accredited course work has raised levels of achievement and it has provided an impetus for future progress for staff and pupils alike.

The curriculum is very good. It is greatly enhanced by the extended curriculum, and supported by the close links between school and by the high quality provision of residential care.

17. The school and further education departments offer a broad, balanced and highly relevant curriculum. It includes all subjects of the National Curriculum and religious education. The further education department provides learning and training for independence and life after school. Very good improvements to the curriculum have been made since the last inspection. A modern foreign language (French) is now included for pupils at Key Stage 3, and also taught at Key Stage 4 and Post 16. Physical education now meets requirements. The role of subject co-ordinators has been improved. This factor has enhanced development of the National Curriculum in the school and supported the introduction of nationally accredited courses for pupils at Key Stage 4 and Post 16. The use of literacy, numeracy, and information and communication technology across the subjects is good.

18. The school has successfully adopted the National Literacy and Numeracy Strategies and very effectively adapted them to the needs of the pupils. The use of the EQUALS curriculum and Qualifications and Curriculum Authority 'P' Scales across the school has helped to improve assessment and recording. Extra-curricular opportunities for day pupils are very good and closely linked to the residential programme. There is a constant emphasis on personal, social and health education (PSHE) including, as appropriate, drug misuse and sex education. There is good liaison with the local careers service. A special needs careers adviser is used by the school for individual and groups careers sessions with pupils in Key Stage 4 and Post 16. Work experience is included in the ALL (Accreditation for Life and Learning) accredited courses at Key Stage 4, and there is a successful broader programme for students at Post 16. There are very good links with the local community and good links with other schools and colleges. Opportunities for inclusion across the school, for example by pupils in the intensive support unit and into local schools, could be further extended. All classes have a wide age range of year groups. Particular care is taken to ensure that all pupils in Years 12 and 13 receive access, appropriate to their level of maturity and ability, to the further education programme, even when they are in

a class that is not part of that department. However, a constant review of needs should be maintained to ensure that these pupils have equality of opportunity. There has been very good improvement since the last inspection in the school and further education curriculum, particularly in the provision of national accreditation.

19. The intensive support unit provides a very supportive special educational needs provision in which the curriculum is very good for the lower attaining pupils with profound and multiple learning difficulties, and sensory impairments. It includes a well-balanced programme that includes hydrotherapy, physiotherapy, life skills, circle time and a sensory approach to the areas of learning.

20. The curriculum is greatly enhanced by the excellent residential contribution in out-of-school time, during which a wide range of activities organised by staff give superb support to pupils' learning. Many of these activities are linked to learning in lessons and seen as a continuation of pupil's academic curriculum; others are leisure and recreational activities. There is also training in life skills, particularly for students living in the further education bungalows. Many in-house activities include a variety of board and other games that give opportunities for pupils to interact socially, and also support continued learning. For example, a floor game involved pupils in assembling large letters and numbers to make up French number words. For lower attaining pupils, there are sensory sessions in the Snozelen, and in the hydro-therapy pool. Sports activities, such as Riding for the Disabled, Boccia and sailing form a regular part of evening or weekend out-of-school activities. There are also regular visits to local youth clubs, such as that to the local community college. There are many visits to local leisure and sports facilities for swimming and bowling. Excellent use is made of the local community. Pupils attend church on Sundays, go to discos in the village hall, and those students who have reached the legal age can visit the local pub. There are birthday parties and barbeques on special occasions. Trips to France and Germany are organised, as is involvement in the Ten Tor Practice and Keilder Challenge, for outdoor adventurous pursuits. Pupils and students get great enjoyment from all their activities and make sensible choices about those they wish to join.

21. Pupils' needs are carefully assessed and recorded through the excellent multi-disciplinary care plans that also include information from individual education plans. The head of care gives superb direction to house parents and other care staff to secure a lively family environment for resident pupils. Careful liaison, and involvement by house parents in classroom lessons, such as rebound therapy, hydro-therapy sessions and assemblies, ensures that there is very good continuity and provision of education from the classroom into the residential activities. There are excellent arrangements for child protection. Each member of staff receives regular training and knows the correct procedures. Health and safety planning is very good, with a policy in place and regular risk assessments undertaken by senior managers. Care staff meet regularly with speech and language therapists to extend their knowledge and skills of helping pupils with communication difficulties. A team of nursing staff provide excellently for 24 hour medical support. Staff liaise very well with visiting professionals, such as the school medical officer, educational psychologist, and careers adviser, who provide very good support. Staff training in all areas is given priority in a very good training programme that particularly emphasises one of the main aims of the school: to achieve a total communication environment.

The principal gives excellent leadership and is superbly supported by the other senior managers, the trustees and the governors. Between them, they provide very good personnel and financial management.

22. The principal provides high quality leadership and is dedicated to the task of ensuring the very best possible education and care for pupils. He gives tremendous support to parents, pupils and staff. Parents have nothing but praise for the way in which he gives guidance and advice to the whole family of any child admitted to the school. He sets an inspirational example in his management and interpersonal skills, which are followed by all senior managers, so that there is an exceptional level of management across all departments of the school. The whole school works closely together to secure the aims of the school. There are very strong structures for delegation of duties across multi-disciplinary teams, with all staff working together harmoniously. Senior managers strive constantly to provide excellence in provision. An example of this is seen in plans for forthcoming training events, in which each member of staff will be encouraged to understand the particular issues of their colleagues in other departments. It is this sort of empathy and team work that is such a strong and successful feature of the school's operation.

23. The trustees, supported by the school governors, carry out their duties in an exemplary way. They have very detailed policies and procedures to meet all statutory requirements. The principal and senior managers have a very good awareness of strategic planning for future development. Together with the governors, they have introduced the Department for Education and Employment recommendations for Performance Management procedures. They are in the developmental stage of implementing these procedures, with teachers' objectives already set. However, the monitoring of teaching and annual reviews still remains to be completed. There are already good procedures in place to monitor teaching and learning. Strategic planning is very good. It has been improved since the last inspection through the introduction of a comprehensive school improvement plan. This gives great detail about planning for a three-year period in all aspects of the school, including curriculum, personnel, and premises management. The plan includes aims, strategies to meet those aims, an analysis of costs, and how success in meeting the aims will be measured. A part-time human resources officer has recently been appointed and has begun work on extending appraisal to all staff, and reviewing job descriptions. The bursar operates very effectively as a member of the senior management team. All financial resources are used efficiently, including standards funding. The bursar's office provides highly efficient financial management, and the school applies the principles of best value well. The treasurer of trustees has set up an audit committee to monitor financial procedures and spending.

WHAT COULD BE IMPROVED

There are no major weaknesses to report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no major weaknesses to report and, therefore, no issues to address.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
19	47	34	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	44
Number of full-time pupils known to be eligible for free school meals	0

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.6

Unauthorised absence

	%
School data	0

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Pupils Achievements

Accreditation for Life and Living (ALL)			No of Pupils gaining award
World of work	Grade1	Module 1	5
Home management	Grade1	Module 1	9
Communication	Grade1	Module 1	5
Number Skills	First Grade	Module 1	5
IT	First Grade	Module 1-3	1

National Skills Profile	Awarding Body-Oxford and Cambridge and Royal Society of Arts (OCR)		No of Pupils gaining award
IT Skills	First Grade	Module 3	3
Number Skills	First Grade	Module1	4

Award Scheme and Accreditation Network (ASDAN)		No of Pupils gaining award
Independent Living	Transition Challenge	2
Self-advocacy	Transition Challenge	2
Self-Autonomy	Transition Challenge	1
Personal Safety	Towards Independence	3
Getting ready to go	Towards Independence	3
Getting to know a group	Towards Independence	3
Self Advocacy	Towards Independence	3
Independent Living	Towards Independence	5
Money	Towards Independence	4
Horticulture	Towards Independence	4
Performing Arts	Towards Independence	5

Ethnic background of pupils

	No Of Pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	42
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed Period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y4– Y13

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	5.1
Average class size	5

FTE means full-time equivalent.

Education support staff: Y4 – Y13

Total number of education support staff	44.6
Total aggregate hours worked per week	1367

Financial information

Financial year	2000/2001
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	£
Total income	2018198.00
Total expenditure	1845487.00
Expenditure per pupil	39408.00
Balance brought forward from previous year	NA
Balance carried forward to next year	172711.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	23	5	0	0
My child is making good progress in school.	72	23	3	0	3
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	31	48	3	0	17
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	76	24	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	63	34	0	0	3
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	76	21	3	0	0
The school provides an interesting range of activities outside lessons.	72	26	0	0	3