

# INSPECTION REPORT

## **MONTACUTE SCHOOL**

Poole

LEA area: Poole

Unique reference number: 113959

Headteacher: Marion Sammons

Reporting inspector: Steven Parker  
13033

Dates of inspection: 10<sup>th</sup>–11<sup>th</sup> October 2001

Inspection number: 194023

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Foundation
Age range of pupils:	3-19
Gender of pupils:	Mixed
School address:	3 Canford Heath Road Poole Dorset
Postcode:	BH17 9NG
Telephone number:	01202 693239
Fax number:	01202 657363
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Pam Henderson
Date of previous inspection:	6 <sup>th</sup> - 9 <sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Montacute is a Foundation special school for pupils with a wide range of severe, complex or profound and multiple learning difficulties. There are currently 74 pupils on roll. Around a dozen pupils are on the autistic spectrum and an additional third have complex needs, including sensory impairment, physical difficulties or serious medical conditions. There is a ratio of three boys to every two girls. There are currently no pupils from ethnic minority backgrounds or with English as an additional language. Just under a third of pupils are eligible for free school meals, which is about average for this type of school. Pupils come from a wide catchment area, covering the local authorities of Poole, Dorset and Bournemouth. In September 2000, following a recommendation from Poole Local Education Authority, the school was awarded Beacon School Status. This has proved to be of significant benefit to the school and its pupils. The school has a clear philosophy summarised as an 'aim to teach the skills of independent living and social awareness so that the child can establish a meaningful role in society'.

### **HOW GOOD THE SCHOOL IS**

Montacute is a very good school. It has high but realistic expectations of its pupils. As a result of good teaching and a very effective partnership between all staff and a range of other professionals it is successful in improving pupils' achievements and promoting their personal development. The school is very well led and managed by the headteacher and its governors and provides good value for money

#### **What the school does well**

- The headteacher promotes the school very effectively in the wider community in the context of its Beacon School Status and works well in partnership with her senior managers and governors to ensure that the school is always improving.
- Good teaching ensures that pupils learn successfully in an environment that enables them all to be included in all learning opportunities.
- Very good opportunities for personal development provide pupils with high quality support, which ensures that they feel valued members of the school community and become confident, independent young people.
- The school works in very successful and effective partnership with parents.

There are no significant areas for improvement, but a number of minor points are considered worthy of further attention. These relate to the curriculum, inclusion of younger pupils in mainstream settings, more consistent targeting in individual education plans and the use of assessment to monitor pupils' progress, as well as gaining a clear consensus agreement between teachers about the standards of pupils' achievement. These areas are referred to in the commentary and will form the basis of an action plan prepared by the governors.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been good improvement since the last inspection in May 1997. Although at that time the school was described as good, a number of areas for improvement were identified. All of the issues have been addressed to good effect:

- the quality of teaching has improved because:
  - a wider range of teaching organisation and styles has been developed to enable pupils to learn in more varied ways and, as a result, pupils' achievements have improved;
  - more effective systems are now in place to monitor what is taught and how successful teachers are;
  - assessment procedures are used more effectively to inform planning for future teaching and learning;
  - signing is used more consistently across the school;
- significant improvements have been made to facilities and arrangements for specialist subjects, especially science, art and design and technology;

- annual statement reviews now address all the required aspects and are followed up appropriately by Local Education Authorities.

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year R	by Year 6	by Year 11	by Year 13	Key
speaking and listening	A	A	A	A	very good A
reading	B	B	B	B	good B
writing	B	B	B	B	satisfactory C
mathematics	B	B	B	B	unsatisfactory D
personal, social and health education	A	A	A	A	poor E
other personal targets set at annual reviews or in IEPs*	B	B	B	B	

\* IEPs are individual education plans for pupils with special educational needs.

Pupils of all ages and abilities achieve well in most subjects and their achievement and progress in personal, social and health education is very good. Pupils have a very wide range of learning, emotional and developmental difficulties and a large number have significantly delayed language and communication skills. Progress in developing pupils' ability to listen and communicate is, therefore, particularly impressive. Achievement and progress against a wide range of appropriate personal targets set at annual reviews or in IEPs is always good and, particularly in relation to behaviour, sometimes very good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen, and interested in their lessons. They concentrate for impressively long periods and are prepared to use considerable effort to succeed.
Behaviour, in and out of classrooms	Very good. Pupils behave well, are courteous and polite to adults and each other. They respond well to the respect shown to them and the positive and consistent approaches of staff.
Personal development and relationships	Very good. Pupils' self esteem is often high and they work hard to achieve independence. They have a positive view of themselves and become mature and sensible young people as they progress through the school. They respond well to the opportunities to take responsibility, for example as members of the school council or as prefects, and show initiative. Pupils face new challenges confidently.
Attendance	Good. Attendance is closely monitored and pupils enjoy going to school. Punctuality is good overall.

Very good personal development and pupils' very positive attitudes to learning mean that they benefit from the wide range of learning opportunities offered to them. The high quality of relationships between all adults and pupils and students, which are mutually respectful and supportive, make a significant contribution to the positive atmosphere and the 'can do' culture that is evident throughout the school.

## TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 6	Years 7 – 11	Years 12 – 13
Quality of teaching	Good	Good	Good	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.*

The great majority of teaching is at least good and a third of the lessons seen were judged to be very good. No unsatisfactory teaching was seen. The teaching of communication skills is a particular strength across the school. Good collaborative teamwork with speech and language therapists consolidates pupils' learning in this area. The National Literacy Strategy has been adapted appropriately to meet the particular needs of pupils and their progress in learning to read and write is good. The teaching of mathematical skills has benefited from appropriate application of the principles of the National Numeracy Strategy. Teaching for science, information and communications technology (ICT) and physical education is equally impressive and, as a result, pupils make good progress in these subjects. Teacher's good individualised planning ensures that all pupils, no matter what the level of their difficulties, make good progress in the majority of lessons. Classroom support staff work in very effective partnership with teachers and share the high expectations they have for pupils to achieve. All staff provide high levels of well focused support, which results in pupils becoming mature, confident learners who are prepared to tackle challenging tasks. This approach is particularly evident in relation to the teaching of personal, social and health education.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a rich and relevant range of learning experiences, making particularly good use of the community. Provision for older pupils and students is age-appropriate and takes important account of their needs post-school. The culture within school is inclusive, enabling all pupils to have opportunities to participate in the full range of activities with their peers. Good and developing links with local mainstream schools and colleges are of benefit to older pupils, but have not yet been so well developed to extend curriculum opportunities for younger pupils. The very successful Ladybird Playgroup Project is of particular value to the youngest pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a strong sense of a community that values the individual highly. All adults provide pupils with good role models of respect and empathy. The school presents as a calm, secure and supportive environment, in which pupils develop a good understanding of right and wrong and citizenship. The broad curriculum is very effective in supporting pupils' personal development and their spiritual and cultural awareness are well promoted through wide ranging activities and experiences.
How well the school cares for its pupils	Good overall, with some very good features. All staff know pupils well and demonstrate a very impressive combination of sensitive care and high expectations of their ability to develop independence. This is reflected in the adults' high regard for pupils' well-being, health and safety combined with a realistic understanding of appropriate levels of help, support and encouragement. Assessment procedures are good overall, but are inconsistently applied and do not always provide a sufficiently challenging focus for pupils' learning.



There have been some good improvements since the last inspection, most notably in relation to broadening the curriculum, especially for older pupils and students, developing the use of new technologies and improving systems and formats for assessment. The school uses the wider community very effectively to extend pupils' experiences, often using these opportunities to develop their ability to participate successfully in the normal day-to-day activities and leisure pursuits that families sometimes find challenging. Parents are very appreciative of this aspect of the school's work, together with the obvious care that is taken of their children. They are very supportive of the productive partnership that staff seek to develop with them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership, and is very successful in promoting the school, particularly through its Beacon Status. She is well supported by her newly extended senior management team and has created a collaborative approach to school development planning that involves the whole school community in a commitment to continuous improvement. Planning for development is very good.
How well the appropriate authority fulfils its responsibilities	The school is well served by a good governing body, which has a thorough knowledge of the school's work and a shared ambition to improve its provision. Governors work very effectively in a productive partnership with all staff. The relationship between the headteacher and chair of governors is particularly mutually supportive.
The school's evaluation of its performance	Monitoring of all aspects of the school is wide-ranging and effective, enabling the school to identify its strengths and areas for development. This is particularly so in the improved and more active role of subject co-ordinators since the last inspection.
The strategic use of resources	Very good use is made of staff, learning resources and the much-improved accommodation to support pupils' learning. Financial planning, management and monitoring are of high quality. Additional grants and other funding available to the school are very effectively invested. The school ensures that it gets best value from purchases and services, but does not always make appropriate comparisons with other similar schools.

Very efficient organisation and administration help the school to run very smoothly. This is helped by good use of information and communications technology. The school plans its development very thoroughly and uses all its financial and other resources very well. Recent improvements to the accommodation have had a positive impact on efficiency and effectiveness and the attractive grounds help to further extend pupils learning opportunities.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children like school and they make good progress.</li> <li>• That the school works closely with them.</li> <li>• That all pupils are expected to work hard and achieve their best.</li> <li>• That the school helps their children to become mature and responsible young people.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no significant concerns expressed.</li> </ul>

The inspection team fully supports parents' very positive views about the work of the school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher promotes the school very effectively in the wider community in the context of its Beacon Status and works well in partnership with her senior managers and governors to ensure that the school is always improving.**

1. The headteacher provides very good leadership for the school. By creating a strong team ethos she has successfully shared her very clear vision with the whole staff team and her governors. This has resulted in a programme of continuous improvement that has built successfully on the good practice that was seen at the last inspection. As a result, the Local Education Authority (LEA) recommended that the school should be awarded Beacon School Status. This was confirmed by the Department for Education and Employment in September 2000 for work in the areas of curriculum and assessment, specialist approaches, inclusion and leadership and management. Consequently, over the past year, collaborative links have been established with five special and seven mainstream schools, helping them to improve their own practice. The benefits to Montacute have been considerable, in terms of additional resources and staffing, staff training and professional development and extended learning opportunities for pupils. This typifies the headteacher's successful promotion of her school in the wider community. She has also explored and accessed other sources of additional funding and forged links with a number of groups, who have willingly provided practical support in many ways.
2. These initiatives have had a tangible, positive impact on the school's resources and environment over the past three years. For example, a major part of the school's senior speech and language therapist's time in school is directly funded from the budget, to ensure that this valuable service is consistently available to pupils and staff. There have also been significant improvements to the buildings. The external window walling has been completely replaced, a new science / design technology room has been built and the teaching area for the youngest pupils has been extended to create a fully inclusive facility for the reception class and mainstream Ladybird Playgroup. All of this work has created a warm, welcoming and much improved school, in which pupils and staff can work together successfully. In addition the stage of the hall has recently been converted into two very valuable rooms for the speech and language therapists and the physiotherapy staff and a central storage area. The school now has a fleet of four minibuses, three of which can carry wheelchairs, enabling all pupils to participate fully in community educational visits. The next focus for fund raising and improvement is the extensive, attractive school grounds. A new special play area for one class has already been constructed and there are well-advanced plans for a sensory garden and a woodland trail, all of which will continue to improve pupils' achievement and progress across the school.
3. The headteacher is supported in a very effective partnership with her recently extended senior management team and a very supportive governing body.

Her senior colleagues share the increasingly complex challenge of managing the school successfully and responsibilities are properly allocated to take advantage of individual professional strengths. There are appropriate systems for monitoring the quality of all aspects of the school's work which involve the whole staff in a productive process of evaluating their own and each others' activities. The more active role of subject co-ordinators, which has been developed since the last inspection, has shared the load more equitably and had a positive impact on the quality of teaching and pupils' learning. There is a logical and effective link between these processes, which identify strengths and any necessary areas for improvement, and the collaborative process of school development planning. The development plan itself is a model of good practice, recognised as such by the LEA, that identifies appropriate priorities during a rolling programme over a number of years and usefully incorporates individual subject plans and a three year budget forecast.

4. The governors are particularly active in relation to budget planning and monitoring, and have had a significant influence on the structuring of improvements to provision. For example, the significant carry forward of over 13% in the budget last year was appropriately planned to accumulate the necessary resources to fund the recent building work. The balance carried forward in the current year's budget is at a much more appropriate level of 4.2%. There is a responsible approach to ensuring that best value is obtained from purchases and services, but governors recognise the need to pursue ways to make comparisons with other similar schools. Governors ensure that they are knowledgeable about all aspects of the schools work through focused visits and the regular reports they receive from members of staff. All of these activities ensure their ability to hold the school appropriately to account whilst offering tangible support and encouragement. The good relationship between the headteacher and chair of governors is particularly mutually supportive and productive.

**Good teaching ensures that pupils learn successfully in an inclusive environment.**

5. Lesson observations during the inspection, scrutiny of teachers' planning and records, as well as pupils' work, indicate that teaching is good overall and often very good. The strong and effective partnership between teachers and the large, good quality team of learning support assistants, who share high, but realistic expectations for pupils to achieve, is crucially important in ensuring that all pupils are successful in their learning and make good progress. A conscious priority focus on improving pupils' ability to communicate effectively has benefited considerably from good collaborative teamwork between the speech and language therapists and all classroom staff. Therapists work in a productive partnership to plan and deliver programmes to groups and individual pupils. They have been very influential in the introduction and development of particular teaching approaches, such as Sign-Along and Picture Exchange Communication System (PECS), both of which have had an important impact on pupils' very good progress in developing their communication skills. Physiotherapy staff, provided by the local health trust, work in comparably successful partnerships and have a

similarly valuable influence on the progress of those pupils with particular physical needs.

6. The school's inclusive philosophy ensures that all pupils, no matter what the severity or complexity of their difficulties, are enabled to participate fully, at their level of capability, in all learning opportunities. The great majority of pupils spend their day in integrated classes and, because of their teachers' high quality individualised planning of teaching approaches and resources, can access activities successfully. For example, pupils with autistic spectrum disorders (ASD) are helped to understand the structure and rhythms of the day through good use of symbol timetables. Highly structured teaching methods also enable them to experience the satisfaction of overcoming their anxieties and completing their work. A small group of pupils with the most complex needs, requiring very particular multi-professional support, spend the first part of each day together in the supported learning class (SLC) to enable efficient and effective provision of that support. They are, however, accompanied by sensitive and very enabling one-to-one assistants into other classes with more able pupils for the rest of their day. This ensures that they are stimulated by the activities that go on there, can develop and sustain relationships with other, often very supportive pupils, and feel part of the wider school community.
7. The youngest pupils and oldest students also benefit from integrated contacts with their able bodied peers. The long established, independent and very successful Ladybird Playgroup, situated within the school and recently incorporated into the imaginatively designed early years provision, provides regular opportunities for all the children to play and learn together. Older pupils and students in the Post-16 group have many and increasingly frequent opportunities to work alongside their mainstream peers in the wider educational community of local secondary schools and colleges. For example, whilst the facilities for physical education remain unsuitable within the school building, good arrangements have been made for older pupils and students to follow some aspects of their physical education programmes off-site, in mainstream schools or community provision. The school recognises that similar opportunities are not as readily available to pupils in the middle age range, from seven to fourteen, but they are actively pursuing the development of links with local schools. It is, however, the case that all pupils and students spend well-planned and valuable time in the community, experiencing a wide range of facilities and educational experiences (including residential opportunities) that extend the curriculum to good effect. Many parents are very appreciative of the fact that this use of the wider community is often very effective in helping their children to develop the ability to cope with the sort of situations that can often be problematic for families. Careful planning of in-school activities prepares pupils for visits to, for example, the supermarket, local café or leisure centre. Then, when they actually go to these places, staff sensitively support them with firm but fair management of their anxieties, enabling them to cope with the experience successfully.
8. When preparing classroom activities, teachers plan consistently and in detail to meet individual needs effectively. They benefit from the good quality

procedures that have been developed to find out and record what pupils know, understand and can do. This generally enables teachers to plan the next work for pupils to be challenging but achievable. There are, however some inconsistencies in this planning and occasionally objectives are not always as challenging as they should be. It is also clear that with the further development of assessment procedures to incorporate new curriculum guidance, it will be necessary to develop a system for moderating teachers' judgements about pupils' achievements to ensure consistency across the school. These requirements are already incorporated in the school development plan. Successful adaptation of both the National Literacy and Numeracy Strategies has influenced the way teachers structure lessons and individual programmes in these important areas of learning. As a consequence, pupils make good progress in their ability to read, write and handle mathematical concepts, particularly in practical day-to-day situations. The confidence and ability of older students when they are working on the accredited modules of their Award Scheme Development and Accreditation Network (ASDAN) studies is testament to the success of these approaches. The use and application of ICT as a learning tool has improved significantly since the last inspection. This is the result of ongoing, good quality training for all staff and the particular skills of an individual member of staff, who provides focused support to staff and pupils alike. Throughout the school, pupils demonstrate an impressive ability to participate fully in all activities and concentrate for long periods. This is a result of the enthusiastic and positive approach of all staff, who make sure that lessons have pace, variety and a structure that engages pupils' interest and encourages them to improve on their own previous best performance. Good examples of this were seen in physical education, swimming, science, art and history lessons across the school, when pupils of all ages were challenged, very well supported and appropriately celebrated in their achievements.

9. Measurable improvements in the quality of teaching and support since the last inspection are due, in no small part, to the very good continuing professional development that all staff at all levels are offered and engage in willingly. Appropriate appraisal and good, recently developed performance management strategies, support the identification of individual development priorities and successfully meet the very diverse training needs of a large and complex staff. Good practice in the induction of new staff, inclusion of all those associated with the school in contributing to development planning and a culture that encourages them to see how their individual effort can help pupils to succeed, have all contributed to wide ranging improvements in the school's provision. This philosophy and approach were recognised recently by the award of the prestigious Investors in People status to the school.

**Very good opportunities for personal development provide pupils with high quality support, which ensures that they feel valued members of the school community and become confident, independent young people.**

10. The overall curriculum offered to pupils has been much improved since the last inspection. It now provides a broad range of learning opportunities, particularly for older pupils and students. It is balanced in terms of the

allocation of time given to all the subjects of the National Curriculum and is highly relevant, because it appropriately prioritises the acquisition of communication skills and pupils' personal and social development. The school recognises that there is still further work to do in terms of developing an overall plan of what it is expected that pupils will learn over time. This in turn will help teachers to plan programmes for each individual pupil to ensure that their learning is continuous and progressive. It will also provide the senior management team with a framework to monitor whole school and individual pupil's learning programmes and evaluate their impact on pupils' achievements.

11. That part of the curriculum that deals with the development of pupils' and students' personal and social skills has maintained the high quality that was recognised during the last inspection and is still very good. All adults in the school work hard to provide very good role models for pupils and show, through their day-to-day contact, that positive attitudes elicit equally positive behaviours. The quality of relationships between adults and pupils and of pupils to each other is respectful and sensitive. Pupils are patient and attentive to one another's needs and are happy to celebrate their peers' achievements. It is impressive to see how tolerant pupils are of each other's difficulties, no more so than in relation to any difficult behaviours. Staff have developed a highly effective approach to managing behaviour that challenges. As a result, behaviour throughout the school is very good. In the few instances where there is difficult behaviour, it is quickly, positively and effectively dealt with, leaving the individual with a way out of the situation that maintains dignity and mutual respect.
12. Pupils and students are given wide-ranging opportunities to take responsibility for themselves and each other. They are often to be seen helping their less able peers. They clear up after themselves and handle equipment and materials carefully and sensibly. There is a school council, run by the pupils and students themselves to an appropriate agenda, with subtle guidance and support from staff. All pupils are impressively confident, positive, polite and socially outgoing with staff and visitors alike. Older pupils and students have their good sense and maturity recognised by being awarded prefect status, which confers both rights and related responsibilities. Post-16 students are provided with an age-appropriate curriculum in a discrete part of the school, with a separate entrance. They leave with very good records of achievement to go on to the next stage of their education or training as young adults who act as perfect ambassadors for their school.

### **The school works in very successful and effective partnership with parents.**

13. The great majority of parents are very positive and supportive of the school. They are highly appreciative of the way all staff work towards building and maintaining a productive relationship with them for the benefit of their children. The high standards seen at the last inspection have been built upon and this aspect is a strength of the school. Many parents took the opportunity, provided by the questionnaires, to submit written comments in praise of the empathy, kind and practical support and continuous

encouragement that they received in their often challenging role as parents. Most talked about working as partners in their child's education. They find their early contact with school helpful and positive and from then on are fully involved in setting targets at statement reviews, identifying objectives to meet those targets and reviewing progress towards them. Parents were generally complimentary about the very helpful IEPs written for their children, but there were a few concerns expressed about the occasional inconsistency or inappropriateness of targets in IEPs. This reflected the inspectors' view that this was a potential area of improvement. The much-improved home-school books maintain good links and provide effective opportunities to share information. Reports are seen as informative and give a realistic view of their child's strengths, achievements and areas for development.

14. Parents feel the school provides a very caring environment that manages to balance sensitive, high quality support for pupils with ambitious, unsentimental encouragement to succeed. All procedures for child protection and ensuring pupils' welfare are good, reflecting the school's sensible balance between protecting pupils' safety, whilst providing challenging learning opportunities. This is particularly apparent in the very good risk assessments associated with out of school activities. The wide range of outside agencies involved with the school, its pupils and their families are enabled to work in very effective partnership and speak very positively about this aspect of the school's work.
15. There are many opportunities offered for parents to become involved in the work of the school, either within the school day or as part of the wider school community through the Friends' activities. They feel welcomed and valued and regular events, such as the harvest festival, summer fetes and Christmas productions, bring them into school and provide many opportunities for them share in their children's successes.

## **WHAT COULD BE IMPROVED**

16. There are no significant areas for improvement. A number of minor points relating to the curriculum, inclusion of younger pupils in mainstream settings, more consistent targeting in individual education plans and use of assessment to monitor pupils' progress and moderation of standards of pupils' achievement are considered worthy of further attention. These areas are referred to in the commentary, in paragraphs 7, 8, 10 and 13, and will form the basis of an action plan prepared by the governors.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

17. In order further to improve the already good achievement and progress of pupils and the provision the school makes, the headteacher, senior management team and governors should:
  - (1) more clearly describe the range of learning outcomes to be expected of pupils, in an over-arching curriculum plan for each subject, to provide a clear picture of what pupils will learn and achieve\*;

- (2) develop a range of opportunities for pupils between seven and fourteen to spend time in mainstream school settings\*;
- (3) explore ways of ensuring more consistent and appropriate targeting in IEPs;
- (4) continue with development work in the use of assessment to ensure consistency of approaches and consensus in teachers' judgement of standards\*.

Those items marked with \* are already part of the school's development planning.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	-	5	7	3	-	-	-
Percentage	-	33	47	20	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	74
Number of full-time pupils known to be eligible for free school meals	23

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	2
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	5.5

#### Unauthorised absence

	%
School data	0

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

## ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	66
Any other minority ethnic group	4

## ***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: YR – Y13**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	6.2
Average class size	8.2

*FTE means full-time equivalent.*

### **Education support staff: YR– Y13**

Total number of education support staff	37
Total aggregate hours worked per week	886

## ***Financial information***

Financial year	2000/2001
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	£
Total income	1,088,921
Total expenditure	1,030,719
Expenditure per pupil	13,743
Balance brought forward from previous year	84,281
Balance carried forward to next year	142,483

## ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	74
Number of questionnaires returned	53

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	2	0	2
My child is making good progress in school.	62	35	0	0	3
Behaviour in the school is good.	63	31	0	0	6
My child gets the right amount of work to do at home.	54	26	4	0	16
The teaching is good.	63	33	0	0	4
I am kept well informed about how my child is getting on.	66	26	0	0	8
I would feel comfortable about approaching the school with questions or a problem.	55	32	6	0	7
The school expects my child to work hard and achieve his or her best.	63	33	0	0	4
The school works closely with parents.	66	32	0	0	2
The school is well led and managed.	60	38	0	0	2
The school is helping my child become mature and responsible.	63	31	0	0	6
The school provides an interesting range of activities outside lessons.	63	33	0	0	4