

INSPECTION REPORT

WILSON STUART SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103612

Headteacher: Mr C. Grantham

Reporting inspector: Mrs F.D. Gander
21265

Dates of inspection: 17th –19th September 2001

Inspection number: 194456

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	School for pupils with physical difficulties
School category:	Community Special
Age range of pupils:	2 - 19
Gender of pupils:	Mixed
School address:	Perry Common Road Erdington Birmingham
Postcode:	B23 7AT
Telephone number:	0121 373 4475
Fax number:	0121 373 9842
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M. Ballantyne
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21265	Mrs F. Gander	Registered inspector
14324	Mr M. Hudson	Lay inspector
27429	Mrs M. Smith	Team inspector
27424	Mr A. Dobbins	Team inspector

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

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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

Wilson Stuart School is a large school that educates pupils between the ages of two and nineteen who have a wide range of physical difficulties. Some also have learning difficulties and/or speech and language difficulties. The school has been recognised as a centre of excellence and has been awarded Beacon status. Many of its staff are working with and advising other schools. It has received the Activemark and Sportsmark Gold Awards for its achievements in physical education, and also the School Achievement Award for excellence. The school has a long established Outreach Service that offers support, advice and training both locally and nationally. It also oversees the inclusion of some pupils from the school into mainstream education.

There are currently 140 pupils on roll, who come from all areas of Birmingham and a wide variety of economic backgrounds. A few pupils live with carers or foster parents, and some pupils need full time nursing support while in school. Thirty per cent of the pupils are entitled to free school meals. The percentage of pupils from ethnic minority backgrounds is high at fifty per cent and over a quarter of these pupils requires the support of a multi-lingual teacher. The school shares a campus with two other special schools that cater for pupils with visual and hearing impairments. When children enter the nursery their attainment levels are very much below those expected of children of a similar age and this is due to the nature of their difficulties. Some of these children, after a period of time, transfer to other schools, both special and mainstream, while others continue their education in the primary department. The organisation of the secondary department of the school is complex and also unusual. The school contains, and collaboratively manages, a Secondary Resource Centre where pupils from Wilson Stuart School and pupils from the other schools are sometimes taught together by teaching staff from all three schools. A few pupils transfer into the secondary department from mainstream schools or units. The majority of pupils, at the age of sixteen, return to the school's Post 16 provision that is based at the local college of further education. Both institutions manage this provision collaboratively, and students from the school are taught and supported by staff from the school and the college.

HOW GOOD THE SCHOOL IS

This is a highly effective school. It builds the self-esteem and confidence of all pupils who learn that it is their ability and not their disability that is important. This is directly related to the high quality leadership which has established a very positive ethos concerning pupils and staff achieving their best, being equal to others, and valued. The quality of teaching is very good and expectations of pupils' achievement and learning in all areas of the curriculum are very high. This has led to pupils gaining a wide range of accreditation when they are sixteen, achieving outstanding successes, both nationally and locally in physical education, and, through information and communication technology, having complete access to the curriculum and learning. The school provides excellent value for money.

What the school does well

- The leadership and management of the school are excellent. The committed and hardworking senior management team are continually seeking ways to improve and develop the quality of the education in the school.
- The quality of teaching is consistently of a very high quality and this has a significant impact on pupils' progress and achievements.
- The provision and use of information and communication technology is very good. It ensures that all pupils have equal access to the curriculum, have maximum learning opportunities and become competent users.
- The excellent teaching and provision for physical education enables pupils to achieve high levels of success, both within school and in the community. It also fosters the personal and social development of pupils.
- The school actively promotes its inclusion policy and has established an effective and valued Outreach Service.

What could be improved

- The amount of space available in the primary department, and the use of the outside classrooms for pupils at secondary level.

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

Very good improvement has been made since the last inspection in May 1997, and all the key issues have been successfully achieved. There is now very good provision and use of information and communication technology across the school. There has also been an improvement to the monitoring and evaluation of developments, which includes the involvement of co-ordinators. The quality of the individual education plans for pupils in the secondary department has been improved, and there is now more time allocated to teaching the primary department, and to French. The difficulties arising from the shared management of the Secondary Resource Centre have been resolved and this has resulted in more consistent practice. All the health and safety issues from the last inspection have been addressed.

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	A	A	A	A	good B
writing	A	A	A	A	satisfactory C
mathematics	A	A	A	A	unsatisfactory D
personal, social and health education	A	A	A	A	poor E
other personal targets set at annual reviews or in IEPs*	A	A	A	A	

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

Pupils and students in all stages make very good progress. This is because the ethos of the school centres on high expectations. The learning objectives and targets set for all pupils are challenging, and there are very high expectations of the achievement. The very good teaching, support and teamwork in the school ensure that the work set for pupils and students matches their varying abilities, and that they can access the curriculum through the use of information and communication technology. As a result of the quality of education they receive, pupils by the end of Year 11, achieve a range of awards and accreditation. The progress pupils make in personal and social development enables them to become confident students in the school's Post 16 provision, and when representing the school in the community.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent. Pupils enjoy school and are very eager to learn and take part in activities. They value their school and are proud of their achievements.
Behaviour, in and out of classrooms	This is excellent. Pupils behave extremely well at all times, and this contributes to the orderliness of their lessons, their leisure time and when moving about the school.
Personal development and relationships	These are excellent. Due to the ethos of the school and the relationships established between pupils, and between pupils and staff, the personal development achieved by pupils is at the highest level. As a result they are able to confidently transfer to further education when they leave the school.
Attendance	This is satisfactory and there has been a marked improvement in the amount of unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6	Years 7 – 11	Years 12 – 13
Quality of teaching	Very good	Very good	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.

The quality of teaching and learning throughout the school is of a very high standard. Of the 24 lessons observed, 21 per cent were excellent, 67 per cent were very good and there were no unsatisfactory lessons. There were no differences in the quality of teaching in the different phases of the school, or in the Secondary Resource Centre, and it meets the needs of all pupils very well, including those who have English as an additional language. The teaching of communication, literacy and numeracy in the primary department is of the highest level and results in pupils making very good progress during the early years of their education. Due to the very good teaching pupils achieve very well in all areas of the curriculum and make very good progress. This enables pupils to achieve a wide range of external accreditation, and progress onto vocational training courses at Post 16. The significant strengths within teaching are the very high expectations teachers have for individual achievement, their high level of expertise in subjects, and their ability to devise different teaching techniques so that any physical difficulties pupils encounter may be overcome. This includes their use of information and communication technology to help all pupils to learn, demonstrate knowledge and understanding, and as a means to

communicate to others. Within all classes there is seamless teamwork between teachers, support teachers and learning support assistants with the latter taking an active role in planning, teaching and assessing pupils. The development of personal independence and social skills is very much part of all lessons and embedded in the life of the school. This results in pupils having high self-esteem and being very motivated to achieve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	These are excellent. The curriculum is very broad and balanced, with an appropriate emphasis on developing communication, literacy, information and communication technology, and personal and social skills. It meets the needs of all pupils in all phases of the school, and all pupils have equality of access. The arrangements and organisation of the curriculum for pupils at Key Stages 3 and 4 takes account of pupils' abilities in individual subjects. This allows them to pursue external accreditation at various levels and make the best possible progress. Similarly, the curriculum arrangements for Post 16 students involving individual tailored vocational courses which students study full time at the local college of further education is excellent provision. In addition to the contribution that physical education and information and communication technology make to the curriculum there are many other areas that are equally as strong, such as performing arts and design and technology.
Provision for pupils with English as an additional language	This is very good. The school identifies pupils' difficulties and needs at a very early stage, and appropriate support from a designated teacher is given so that pupils can have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is excellent. The school does its utmost to help pupils develop the highest level of personal skills that they are able to achieve. The school's use of the community and its links with other organisations and schools make a great contribution to pupils' social and cultural development.
How well the school cares for its pupils	The procedures ensure that pupils' protection, safety and well-being are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are excellent. The headteacher's positive approach to managing, improving and developing the school through effectively using and nurturing the talents and expertise of all staff is recognised and valued by all members of the school community. There is a very strong senior management team who have a very professional approach to their responsibilities and due to this, all staff with responsibilities are enthusiastic and motivated to improve and develop the school.
How well the appropriate authority fulfils its responsibilities	The Governing Body are very supportive of the school. They monitor the progress of developments and improvements in the school, including the complicated management of the budget, and the effectiveness of their spending decisions.
The school's evaluation of its performance	The school has systems for self-evaluation in place and uses this information as a basis for improvement and ensuring that pupils receive the best possible quality education.
The strategic use of resources	The school runs smoothly and efficiently due to the carefully planned use of staff and resources. The funds are carefully spent on high quality resources and on those that will help pupils to achieve.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The overall progress and achievements of pupils, both academically and in personal and social development. • The quality of the teaching across the school. • The expectation by all staff that pupils will work hard, behave well and achieve their best. • The overall leadership and management of the school. • The quick and positive response of the school to problems or difficulties. • The support pupils are given to help them become mature, responsible and independent. 	<ul style="list-style-type: none"> • The provision of homework in the secondary department. • The amount of information they receive about the progress their children are making.

The inspection team endorses all the positive views of the parents. The inspection team found that the school provides parents with more than an adequate amount of information on the progress pupils are making. The team were satisfied that the school had identified homework as an area for improvement during the term previous to the inspection, and that they were collecting information so it could be improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school are excellent. The committed and hardworking senior management team are continually seeking ways to improve and develop the quality of the education in the school.

1. The leadership and management of the school are excellent. The headteacher has developed a management style that is positive, empowering and supportive for all staff. He is very much respected for his approach to managing, improving and developing the school. This is achieved through effectively identifying, nurturing and using the talents and expertise of all staff, and using these directly for the benefit of the pupils. Staff, administrative, maintenance and kitchen staff feel very valued. This results in all members of the school community taking their responsibilities very seriously, being innovative and feeling empowered to lead and share their expertise. There is an excellent ethos in the school that centres on high expectations and the belief that all pupils should be given every opportunity to succeed.

2. The excellent leadership and management are also due to the strengths of a very professional and committed senior management team who help, not only with the day-to-day running of the school, but who are also actively involved in monitoring the quality of the education and the standards that pupils' achieve. In addition, they effectively manage improvement and develop important areas of the school's work. These include information and communication technology, the school's exemplary Inclusion initiative, the management of the Secondary Resource Centre and the Post 16 provision. All these are strengths of the school, and are the focus of the school's Beacon status. A strong feature of the management of the school is the use of working groups who meet regularly to review and monitor the progress of developments. Staff who are not senior managers sometimes leads these, and as a result, staff other than senior managers are able to make a valuable contribution to the quality of the provision in the school. All working groups use excellent administrative systems consistently, and the quality of the minutes and record keeping is very good.

3. The school has good systems for self-evaluation and uses the information it gathers as a basis for improvement and ensuring that pupils receive the best possible quality education. The Governing Body are very supportive of the school, and provides a good balance of professional backgrounds. They monitor the progress of developments and improvements in the school through regular meetings. As a Governing Body, they are aware of their need to look to the future, and are already questioning and thinking about how the school may change in the future and how best to protect the high quality educational provision it provides. The school is a complicated establishment, and as such, budget planning and monitoring is complicated, especially as there are three budgets to manage. The governing body oversee this aspect well, and review the cost effectiveness of the spending decisions. The funds are carefully spent on high quality resources and on those that will help pupils to achieve. A great amount of money has been used to develop the information and communication technology resources and provision so that pupils acquire high levels skills, have complete access to the curriculum and use it to improve their communication. Although some money came from national funding initiatives, most came from the school budget in a belief that this spending could make a considerable difference to the quality of educational provision. This spending has been effective as information and communication technology has improved considerably since the last inspection and is a strength of the school.

4. Teamwork is a strength of the school, and this is effective in facilitating opportunities for pupils to learn, become independent and gain confidence. All staff know the pupils very well and

have a very good understanding of their physical needs. They treat pupils with respect and dignity, value their efforts but are not patronising. This approach is consistent across the school and arises from the overall philosophy in the school. The school runs smoothly, calmly and efficiently, and as a result pupils are well organised, very well behaved and have a sense of purpose when in lessons and around the school.

The quality of teaching is consistently of a very high quality and has a significant impact on pupils' progress and achievements.

5. The quality of teaching and learning throughout the school is very good. Examples of excellent teaching were seen during the inspection, especially in literacy, numeracy and performing arts in the primary department, and in design and technology in the secondary department. The quality of teaching is consistently high in each key stage and subject. Overall of the lessons observed, 21 per cent were excellent, 67 per cent were very good and there were no unsatisfactory lessons. This has improved since the last inspection and is the result of a more focused approach by the management in monitoring and evaluating teaching across the school, including some of the teaching in the secondary resource centre.

6. The expectations of all teachers for pupils, both academically and for behaviour, are very high. These expectations combined with the high level of expertise teachers have in specific subjects, and in teaching pupils with a range of physical and communication difficulties, results in all pupils' making very good progress. Teachers use different strategies, techniques and organisational arrangements for individual pupils so that their needs are met, and so that they all can demonstrate what they know, understand and can do. In order to achieve this the planning of all lessons is very detailed. All staff involved are aware of what each pupil is expected to achieve, and what resources and support will be used. The teamwork in the school is exemplary, and especially in the primary department where the rooms are small, pupils are surrounded by a great deal of equipment, such as standing frames, and where pupils are less independent. Learning support assistants work together so that movement around, and in and out of the classroom, causes the least disruption to learning. There are many good examples of learning support assistants being involved not only taking a group of pupils, but in planning and organising sessions. Pupils whose first language is not English are well supported and when planning lessons teachers consider the difficulties these pupils may have.

7. There is a high emphasis placed on the promotion of literacy and numeracy skills in all areas of the curriculum. For example, teachers' planning and pupils' work shows that pupils are not only expected to use their reading and writing skills in other lessons, but are given opportunities to develop research skills, use numeracy skills, and most of all, develop speaking and listening skills. All staff involved with pupils throughout the school promote these last two skills very well. They value all pupils' responses, and teach others to wait and listen to what others have to say. This for some pupils can take a long time, but even younger pupils patiently wait and listen.

8. Teachers and learning support assistants are very adept at devising different resources so that individual pupils can access the curriculum, including the use of information and communication technology. This they do very well and it is a strength of the school and teaching. For example, teachers have developed very good information and technology skills so that they are able to decide which programs or access devices are appropriate for each pupil to use to either record work, communicate or reinforce learning. As a result, pupils whatever their difficulties, read and produce written work at an appropriate level in relation to their differing attainment levels, and as they progress through the school they become independent learners. In order to achieve well pupils show high levels of intellectual and physical effort in lessons, and in particular younger pupils never waver in their concentration until they have finished the tasks.

9. The organisation and the teaching of pupils in the secondary department are very effective in enabling all pupils to reach the highest levels. The organisation of the Secondary Resource Centre provides the opportunity for pupils to be taught at an appropriate level within each subject, and by specialist teachers. It provides very good opportunities for all pupils to study externally accredited courses at a level that is appropriate to their academic abilities, for example, at Certificate of Achievement or at General Certificate of Secondary Education level. For some pupils it provides opportunities for pupils to excel in those areas where they have greater ability. The results of this can be seen in the wide range of accreditation that pupils achieve by the end of Key Stage 4, and before they proceed onto further education.

10. Likewise the arrangements for teaching students who choose to enter the school's Post 16 provision are also very good, and are a strength of the school. There is a long-standing and collaborative relationship with Josiah Mason College of Further Education, and the Post 16 provision has developed so that it takes place entirely on the college campus. The school has members of staff who are based in the college and who share the teaching with college staff. As a result, the students have access to a whole range of vocational courses that are selected to match the needs and interests of the students. These tutoring arrangements provide specialised teaching in areas, such as child care and art and design. As a result, students make very good progress and continue to add to their range of accreditation.

The provision and use of information and communication technology is very good. It ensures that all pupils have equal access to the curriculum, have maximum learning opportunities and become competent users.

11. The school's provision for information and communication technology has improved considerably from the last inspection, and is now a strength of the school. Through its use in all lessons and classes, pupils and students have complete access to the curriculum, use it as means to communicate and by the time they leave school they are competent users of information and communication technology. The school has achieved this by having a long-term vision of information and communication technology as a resource for teaching and learning, and as a subject. The management set this area as a priority for development over a period of five years, and with the support from the Governing Body have allocated considerable financial resources from the school budget and national initiatives into developing the provision in all areas of the school. The development of this area of the school has become part of the school's excellent outreach provision, and an element of the Beacon status of the school. This is supported through very informative Web Pages on the Internet, which also have sections for parents, carers and other professionals. Outreach teachers from the school, in conjunction with the specialist staff from the school, regularly give advice; support and training to teachers in other schools where there are pupils who need special access to the curriculum.

12. The school is now meeting all the requirements of the National Curriculum in all key stages very well, and the supporting documentation is excellent. The planning is very good as there are links made to all areas of the curriculum, including its use in National Curriculum music and art. The activities and learning objectives for the subject are based on previous areas of study and learning and this, in conjunction with the assessment of pupils and the recording of the progress they make, enables pupils to achieve. The school has developed its range of resources very well over the last few years, and has concentrated not only on providing two computer suites, but also in maintaining a high number of computers in the classrooms, so that they are used as part of all lessons. In addition, pupils who need individual computers, so they can record their work instead of writing, or communicate with others have access to these whenever they need them. A network has been installed that contains a very wide range of software, which caters for the differing abilities of pupils across the school, and

is well linked to all areas of the curriculum. As a result pupils can develop independent research skills, use the Internet and electronic mail facility, use scanning applications and digital cameras.

13. For children in the nursery and foundation stage, using information and communication technology is very much part of their learning. They have access to computers, switches and software, and the teachers and the learning support assistants make very good use of it in all sessions. For example, teachers in literacy sessions use appropriate software to reinforce children's understanding of language. Children confidently use a tracker ball or mouse to select items and move them to different areas of the screen, and those with communication and language difficulties are beginning to use 'Big Mac' talkers as a form of augmented communication. The school also makes very good use of daily recording sheets so that they can track a pupils' progress, and provide teachers with ongoing assessment on which further learning can be based. In the primary department, the needs of each pupil, in relation to computer equipment, software applications and the access devices they need are very well identified through an on-going audit. The school has researched and provided a very extensive range of switches and access devices so that every pupil can use information and communication technology as part of their lessons, either to learn new concepts, reinforce learning, communicate or produce work. This, in the primary department, is achieved through the use of literacy grids produced by staff for individual pupils, and by using specialised programs, such as Clicker, or Writing With Symbols. In addition the programs have been set up with a scan facility so that pupils with the greatest degree of physical difficulty can independently select different applications, and save and print their work.

14. Due to the emphasis placed on the use of information and communication technology in the primary department, the pupils enter the secondary phase of their education with a high level of confidence and skill. This continues to be built on through the planned use of information and communication technology in all lessons. In this stage pupils are taught by a specialist teacher in a designated room and due to the organisation of the secondary curriculum, the work is very well matched to their abilities. This enables pupils of all abilities to make the best possible progress and as a result, the school has been able to offer pupils a very wide range of externally accredited courses, such as General Certificate of Secondary Education, Certificate of Achievement, Royal Society of Arts Word Processing, and the Youth Award Scheme. Pupils who return to the school's Post 16 provision do so as students who have a range of skills and understanding that enables them to access the very good resources at the college of further education. Here they have access to a very new information and communication technology suite and take their place alongside the rest of the students in the college. Students have individual timetables and are following a range of vocational courses, all of which involve the use of computers, and as a result of their achievements in school they are able to continue studying the subject at a higher level.

15. The quality of teaching across the school is very good, and is the direct result of the enthusiasm, and the hard work all the staff have put into supporting this priority and developing a high level of skills and confidence. Previous to the school being involved in the national initiative to raise standards in the subject through additional training for teachers it had already embarked on a training programme for all staff. Teachers' skills and knowledge have been very well assessed and detailed training needs have been identified. This helped the school design the training to suit the needs of the school, and because there was a clear vision of what was wanted and needed in the school, the co-ordinator was able to carefully select the training that met the requirements of the staff. This has enabled teachers to gain the skills they needed to use the specialist applications and access devices, including communication aids. In all lessons seen during the inspection, teachers used information and communication technology confidently and to the best advantage so that it supports pupils' learning. A strength is the way in which teachers make use of communication aids so that pupils who have no speech have a voice, can make choices, and be fully included into all classroom activities.

The excellent teaching and provision for physical education enables pupils to achieve high levels of success, both within school and in the community. It also fosters the personal and social development of pupils.

16. The school provides a very wide range of curriculum experiences in physical education, including full implementation of all National Curriculum programmes of study. All pupils, whatever the severity of their physical difficulty have full access to physical education and participate at their highest level. There is excellent provision for swimming and dance. This curriculum provision does not stop at the end of the school day but is very well supported by the school's very good provision for extra-curricular activities and residential visits. For example, during the last year secondary pupils have had opportunities to experience and pursue swimming, games, 'walking' and outdoor activities on these residential visits. In addition, the school provides an after school swimming club and dry sports club that are well attended and appreciated by pupils and parents. These are also available to pupils from other schools who have physical impairment, and thus support the school's policy on inclusion.

17. As a result of these opportunities and the high expectations of teaching staff, support assistants and swimming coaches, pupils achieve a great many sporting awards. Due to this the school has received national recognition for the quality of provision and currently holds the ActiveMark and SportsMark Gold Awards from Sports England. Through the school's ethos concerning sport and disability, pupils have excellent opportunities to participate in regional and national meetings. There are many examples of individual pupils and teams of pupils achieving regional and national recognition. These include swimming, track and field events, and cricket and specialist sports, such as Boccia and Table cricket. Due to this success, the school acts as resource for training in physical education for schools, governing bodies, national organisations, and further and higher educational organisations at local, regional, national and international levels. For example, students of disability sports in the Netherlands are due to join the school on a fourteen-week placement. There have been long established links for working in partnership with parents and volunteers, and national management bodies for mainstream and disability sport.

18. The quality of the teaching in all aspects of physical education is very good. All staff involved have specialist knowledge and experience in teaching and coaching pupils with physical difficulties. Many are national coaches, and have additional qualifications, such as in dance or canoeing. They know the pupils very well and are expert at adapting rules and challenges so that all pupils take a full and active part in all learning opportunities. There are high expectations of pupils' achievements, detailed lesson planning, including the very good use of assessment. Staff and pupils have access to a very range and quantity of specialist resources, which include imaginative adaptations so that all pupils participate. The quality of learning is very good. Pupils fully accept their role as learners, participants, observers or supporters. They know the importance of the warm up and cool down sessions at the beginning and end of activities, adhere to safety rules, and work well as individuals or as team members. Older pupils have learnt and understood that style and mechanics are important in gaining best performance.

19. The co-ordination of physical education is excellent, and the successes of the pupils are due to the commitment of enthusiastic staff. All planning is very detailed and the learning objectives and targets set for pupils build on the pupils' previous achievements. This is accomplished through the very good use of assessment that determines pupils' strengths and accomplishments, and informs planning at an individual level.

20. The provision for physical education plays a very important part in developing the personal and social skills of all pupils in the school. Through their involvement in events between schools, and their attendance in regional and national sporting events pupils learn to make decisions, gain confidence in dealing with unusual situations and different people, and to take pride in their

achievements at whatever level. As a result of this older pupils develop sufficient skills and confidence to lead workshops and act as coaches in mainstream, special schools and in Wilson Stuart School.

The school proactively promotes its inclusion policy and has established an effective valued Outreach Service.

21. The school has a far-reaching policy on inclusion that is firmly embedded in the ethos of the school, its integration of pupils into mainstream school and in its excellent outreach provision. The management and the staff of the school have a very positive attitude to inclusion. As part of its Beacon status the school hosted a ‘Supporting Inclusive Practice’ conference that was attended by representatives from schools, support services and local education authorities across the country.

22. Within the school there is a great deal of emphasis placed on equality of opportunity for all pupils and as result all pupils are included in the curriculum. This is achieved through identification of individual pupils’ needs, the resources they may need in order to allow them to access the curriculum, such as special adaptations for physical education, or design and technology, appropriate seating and the use of information and communication technology. However, these resources on their own are not enough to ensure that pupils are fully included in all aspects of school life. The management, in order to achieve this, have thought carefully about the amount of human support pupils need, and in some cases this is constant one-to-one provision. Learning support staff are carefully deployed to classes, and the teamwork between all adults in all classes is seamless. This ensures that pupils, whatever their physical restrictions, are never excluded from activities.

23. Another aspect, which actively supports the school’s inclusion policy, is the organisation of the classes in the secondary resource centre. Here pupils integrate with the pupils from two other schools on the campus, and due to the teaching arrangements they have opportunities to be taught with pupils of similar abilities. This enables pupils to make the best possible progress and achieve external accreditation at the end of Key Stage 4. This expectation is further supported by the school’s organisation for its Post 16 provision that is based at the local college of further education. Teachers and support staff from the school accompany the students to the college to give them support. Students are fully included in the college courses, have access to all resources and integrate with other students in their leisure time. The school also takes inclusion a step further by linking in with other schools, and by providing learning opportunities for pupils from mainstream schools. This happens on a regular basis and there have been joint activities in performing arts, music and physical education.

24. Supporting this inclusion policy is the school’s well-established Outreach Service. This not only offers a high level of support and advice to other schools that have pupils with special educational needs, but also oversees the integration and subsequent transfer of pupils from the Wilson Stuart School into mainstream schools. This support and advice, both to the school and to the parents, continues throughout the time that integrated pupils are in mainstream education. For example, some pupils who transferred to mainstream schools in the primary phase of their education are now in the sixth form of a high school and are given advice about adaptations and strategies for dealing with difficulties by staff from the outreach provision. The outreach team consists of three experienced and dedicated teachers, one of whom is also the co-ordinator for physical education and, as such, provides advice and training on the inclusion of pupils with difficulties in physical education lessons. To support this further, pupils with difficulties attend the twice-weekly sports club that is held in the school, and are provided with opportunities to be included in regional and national disability sports events. The two other outreach teachers cover aspects of inclusion, including assessment of pupils’ needs, involvement in educational targets for pupils, access issues and adaptation of resources, the use of information and communication technology, and in-service

training on specific learning difficulties. Their high level of expertise has been recognised regionally and is being called on by schools and organisations outside the Birmingham area.

WHAT COULD BE IMPROVED

The amount of space available for pupils in the primary school, and the use of the outside classrooms for pupils at secondary level.

25. The school occupies a large site and over the years it has been extended to provide the maximum number of rooms. Children in the foundation stage and pupils in the primary department are based in the original building which when built suited the needs of a very different school population. Pupils in the school today have more complicated physical conditions and as such require large equipment, such as standing frames, computers and larger wheelchairs. Some classrooms are too small for the number of pupils in the class and the amount of equipment they have. The effects of this can be seen in the amount of organisation and planning teachers have to carry out in order for the lessons to run smoothly. The organisation of group work within literacy sessions and the logistics of moving pupils around are considerable.

26. In addition to the smallness of some classrooms, there are too few rooms available for teaching the curriculum, meeting the care needs of some pupils, and carrying out undisturbed assessment work. Because there are too few rooms the hall for primary pupils has become cluttered, especially with resources needed for music. This is a danger when teaching physical education in this space. A number of pupils need medical treatment or have therapy needs, which sometimes take a short time to complete but require the privacy of small room. Although the toilets in the school have improved since the last inspection, there are still difficulties as the toilets for nursery and foundation stage pupils are small, and it is difficult to manage pupils who are on standing frames or in large wheelchairs.

27. The secondary department, which includes the secondary resource centre is spacious and has all the rooms needed to teach the curriculum. However, because there are an insufficient number of rooms in the main building for the number of pupils and the combination of groups, the school is using four demountable classrooms. This causes problems for many pupils, especially as the majority of pupils are in wheelchairs or use frames to steady their walking. In adverse weather, pupils get wet when moving between the buildings, suffer a constant change in temperature and need supervision if the path is icy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

28. The headteacher, governors and the staff should consider ways in which additional rooms, when they become available, can be used to provide:

- more teaching space for children in the foundation stage and across the primary department;
- provide small areas where pupils medical and therapy needs can be carried out in privacy;
- large toilet areas for the youngest children;
- teaching space for pupils in the secondary school that is inside the main building and thus prevent pupils having to move between classrooms in adverse weather conditions.

(Paragraphs: 25, 26, 27).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

Number of discussions with staff, governors, other adults and pupils

20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	16	2	1	0	0	0
Percentage	21	67	8	4	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

No of pupils

Number of pupils on the school's roll

140

Number of full-time pupils known to be eligible for free school meals

42

English as an additional language

No of pupils

Number of pupils with English as an additional language

47

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

14

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

5

Attendance

Authorised absence

	%
School data	13

Unauthorised absence

	%
School data	0.6

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

2001 Accredited Awards at the end of Key Stage 4 (9 pupils)

Subject	General Certificate of Secondary Education	Certificate of Achievement
English Language	1	8
English Literature	1	
Mathematics	6	
Science	2	9
Art	1	3
French	1	2
Design and Technology	1	8
Geography		6
History	1	3
ICT		1

2001 Accredited Awards at Post 16 (16 students)

Examination	Number of students
GNVQ IT Foundation	1
City and Guilds Skillpower OCR Basic Skills	3
Nation Skills Profile	4
ASDAN Towards Independence	5
GNVQ Business Advanced	1

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	0
Indian	9
Pakistani	27
Bangladeshi	4
Chinese	0
White	60
Any other minority ethnic group	11

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: YN – Y13

Total number of qualified teachers (FTE) Wilson Stuart School	16.8*
Number of teachers (FTE) – Secondary Resource Centre (shared with two other schools).	9.6
Number of pupils per qualified teacher (including those in the Secondary resource Centre)	5.3
Average class size	10

* These numbers include the staff that are working as outreach teachers.

FTE means full-time equivalent.

Education support staff: Y N – Y13

Total number of education support staff	30
Total aggregate hours worked per week	905

Financial information

Financial year	2002/2001
	£

Income for Wilson Stuart School	1547584**
Total expenditure	1384370**
Expenditure per pupil	9614
Balance brought forward from previous year	71429
Balance carried forward to next year	234643
<i>** These amounts do not include the budget of the Secondary Resource Centre or Outreach Service</i>	

Outreach

Income	79628
Expenditure	82401

Secondary Resource Centre (serving 3 schools)

Income	444007
Expenditure	419161

Recruitment of teachers

Number of teachers who left the school during the last two years	2.8
Number of teachers appointed to the school during the last two years	0.4

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	140
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	4	0	0
My child is making good progress in school.	65	30	0	0	0
Behaviour in the school is good.	65	31	0	0	4
My child gets the right amount of work to do at home.	32	40	12	8	8
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	62	19	19	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	69	23	8	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	56	16	8	0	20