

INSPECTION REPORT

POTTERSPURY LODGE SCHOOL

Towcester

LEA area: Northamptonshire

Unique reference number: 122136

Principal: Miss G Lietz

Reporting inspector: Mr Tom Smith
21044

Dates of inspection: 9 -10 July 2001

Inspection number: 196772
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special for pupils with emotional and behavioural difficulties
School category:	Independent
Age range of pupils:	8 -16
Gender of pupils:	Boys
School address:	Potterspury Lodge School Towcester Northampton
Postcode:	NN12 7LL
Telephone number:	01908 542912
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Appropriate authority:	The Trustees
Name of chair of trustees:	Mr T O'Dowd
Date of previous inspection:	25 – 29 November 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	14
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Potterspurty Lodge is an independent day and residential special school for boys aged 8-16 years. It was founded originally according to the principles of Rudolf Steiner. It is situated on the outskirts of Towcester and offers provision for up to 48 pupils with emotional and behavioural difficulties as well as difficulties associated with Asperger's Syndrome. All pupils have a free midday meal. Although the school is registered for pupils aged 8-16 years occasional provision is made for pupils beyond this age. In such circumstances it is felt that, in agreement with the referring local authority, individual pupils would benefit from additional time at the school. There are currently 46 pupils on roll, 16 travel each day to the school. Some have a journey lasting up to an hour. All pupils have statements of Special Educational Need and are referred by their local education authority. Although pupils come from diverse and challenging backgrounds, what they have in common are substantial periods of upset and lost opportunities for education. Their attainments cover a wide spectrum but all are under-achieving. There are no pupils who speak English as an additional language and the predominant ethnic group is white European. The school aims to provide a broad and balanced curriculum, including the National Curriculum, within its twenty-four hour provision. The principles of Rudolf Steiner still guide the philosophy of the school, with an emphasis on creativity, seasonal festivals, morning song and Sunday services. There is a corporate style of management in line with Steiner principles. The provision for pupils is designed to enable each to reach their academic potential as well as enrich their spiritual and cultural experience. At the time of the inspection Year 10 were undertaking work experience and Year 11 had completed their studies.

HOW GOOD THE SCHOOL IS

Potterspurty Lodge is a good school that provides a rich range of experiences for its pupils. It has also maintained its impetus for improvement since it was last inspected. This improvement is based on good leadership that enables the school to carry out its work with clear vision and sense of purpose. While there could be improvement in some management practices, such as evaluation and analysis of information, the senior management team work well together to ensure that pupils receive a high quality education. The management and staff have addressed successfully all the key issues since the last inspection and has maintained a good quality environment; it therefore provides good value for money.

What the school does well

- Provides good quality, stimulating teaching that enables all pupils to learn effectively and achieve well.
- Provides good leadership that enables the school to move forward with clear ideas and purpose.
- Gives each pupil the opportunity to flourish as an individual because of the standard of care and quality of the twenty-four hour curriculum.
- Provides an environment that encourages pupils' personal development
- Promotes a good understanding of the progress made by pupils because of the communication between teaching and residential staff.
- Promotes good attitudes to school work by pupils and the success from this enhances pupils' feelings of self worth.

What could be improved

- The procedures that monitor teaching quality and other indicators of school effectiveness.
- An increase in the number of learning support assistants so that pupils' individual needs are supported more effectively.
- The level of attendance by some pupils is unsatisfactory, and hinders their

learning.

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

Since it was last inspected in November 1996 the school has made good improvement. The school management has successfully addressed the key issues resulting from that inspection with the result that there is now a better range of nationally recognised awards. Results for the last two years have shown improvement. Teachers have been recruited from the mainstream sector and they have high expectations of pupils' academic achievement. Teachers now use better procedures to assess pupils' needs when they are admitted to the school. The use of the numeracy strategy is improving younger pupils' learning.

STANDARDS

When viewed against the background of their identified special needs pupils achieve well. They make satisfactory progress in their basic learning of English, mathematics and science. Dialogue with pupils is easy to sustain, with older pupils in particular offering views on a range of subjects. Their progress in this aspect of communication is better. Progress in reading by younger pupils, up to age 14 years, is satisfactory and the practice of daily reading sessions is helpful in maintaining this. The majority of pupils use books appropriately and predict possible outcomes to stories. Enjoyment of reading is evident in many pupils. Progress in numeracy is satisfactory. Standards in this are rising because of the introduction of the National Numeracy Strategy. By the time they leave, most pupils are able to use number within a range of contexts. Personal and social skills are good because of the quality of care and opportunity offered to pupils. Individual education and care plans (IECP) are complementary and used well to focus the work of all staff. By the time pupils leave the school they achieve the following standards:

Progress in:	by age 16
Speaking and listening	B
Reading	C
Writing	C
Mathematics	C
Personal, social and health education	B
Other personal targets set at annual reviews or in IEPs*	B

Key	
very good	A
Good	B
Satisfactory	C
Unsatisfactory	D
Poor	E

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; Pupils are keen and conscientious in their work.
Behaviour, in and out of classrooms	Good; pupils have good work practices and tackle difficult topics with enthusiasm.
Personal development and relationships	Good; through sensitive and skilled support by staff pupils mature as responsible young adults.

Attendance	Unsatisfactory; the weakness is mainly in the attendance of day pupils.
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The school is successful in enabling pupils to bring a sense of purpose and order to their lives and understand the meaning of good citizenship. This is achieved through good quality standards of care within a twenty-four hour curriculum. Pupils learn to trust adults and even in times of personal upset look to staff to help them out. This results in pupils feeling confident within the ethos of the school and the majority successfully transfer their skills to the work place or further education.

TEACHING AND LEARNING

Teaching of pupils:	Aged 8-11	Aged 11-16
Lessons seen overall	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 high proportion of good teaching has a positive impact on pupils' learning and rate of progress. All lessons were at least satisfactory; fifty seven per cent were good, and twenty nine per cent very good. This good quality teaching is evident throughout the school. Fourteen per cent of lessons were satisfactory. Of these a significant proportion had good elements of teaching but the outcomes were less effective because of unsatisfactory behaviour by some pupils. The majority of pupils learn because teachers set out the requirements very clearly. Where teaching is better it is because expectations by teachers are higher. They do not accept second best and consistently challenge pupils to extend and develop their learning. Where teachers are enthusiastic and knowledgeable about their subject this transfers to the pupils who respond by working hard. In such circumstances it is apparent that even reluctant learners become interested in learning. Where teachers' expertise in the subject is insecure learning is much more by rote. Literacy and numeracy are effectively taught across the curriculum and these aspects are well included within other subjects. Teachers are effective in the management of pupils' behaviour and this results in well-ordered lessons. Where this is not the case it is because of a lack of support for individual pupils that might be provided by learning support assistants (LSAs) or where the teacher is uncertain of appropriate behaviour management techniques. The provision offered by the school effectively meets the needs of all pupils. This in part is derived from a well-defined admissions policy that states clearly which pupils can be helped by the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; it is considerably enriched by a wide range of other opportunities within the twenty-four hour curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; There are strengths in spiritual, moral and social development that encourage mature outlooks in pupils.
How well the school cares for its pupils	Satisfactory; the school cares effectively for its pupils. The residential provision is of good quality and promotes maturity in pupils.

The school provides broad and relevant experiences that are based on the requirements of the National Curriculum but which are under-pinned by the philosophy of Rudolf Steiner. As a result pupils make good progress across the range of their academic and personal development. The development of a spiritual dimension is particularly strong. Many opportunities are used to enhance the social skills of pupils. Lunchtimes for example, are pleasant occasions in which pupils learn to relate well to each other. The outcomes of arrangements for child protection are satisfactory but in order to assure these further staff training should be undertaken. Despite the difficulty of a national catchment area, from which the school draws its pupils, a majority of parents feel they are effectively involved in the education of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. Through its corporate approach the school promotes a good direction for the school and its work. Within this the senior management team provide good day to day leadership. More effective evaluation of the outcomes to the school's work could further raise standards.
How well the appropriate authority fulfils its responsibilities	Satisfactory; The Trustees see their role as strategic support for the school. In this they are effective. They fulfil their responsibility through the appropriate trust placed in the Principal.
The school's evaluation of its performance	Unsatisfactory; The school has satisfactory systems for information gathering but the results of this have yet to be used effectively to identify priority areas for whole school development.
The strategic use of resources	Good; resources available to the school are used effectively.

The experience and expertise of school management ensures that the outcomes to its work are beneficial to pupils. As yet there are insufficient evaluation practices that enable the school to be aware of the success of its work. Despite this the school has many strengths, which ensure that it offers good value for money

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 way in which their sons are enabled to be as independent as possible. • That the school gets good work out of pupils. "My son has made fantastic progress in my view" – parent. • The values of care and concern in the school. 	<ul style="list-style-type: none"> • The opportunity for their sons to re-integrate to mainstream school. • Information provided to them should be more routine. This mainly relates to informal contact. • The opportunity to attend formal meetings at more convenient times and to become involved in some of

<ul style="list-style-type: none"> • Children are 'stretched' academically. • They feel their sons are valued as individuals. • Children are at ease with themselves and each is understood for his needs. 	<p>the school's social events.</p> <ul style="list-style-type: none"> • The facility to contact their children during the evening. • Transport arrangements for some pupils
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A majority of parents believe their children make good progress and they are satisfied with the work done by the school. The concerns about informal information provided by the school and facility to contact their son, particularly in the evenings, are evidenced through the questionnaire and discussion with parents. Generally parents are supportive of the school and confident they will see their sons grow to be confident young adults. During informal discussion some parents expressed concern at the transport arrangements for their children emphasising that, on occasions, they would arrive home from school in an anxious state. They believe this to be a consequence of the grouping of children within taxis.

Findings of the inspection team endorse most of these views, but no specific evidence was gathered to support the belief of some parents that relate to the grouping of children in taxis. Observation of arrival routines did, however, indicate that a few children were distressed when they arrived at the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Provides good quality, stimulating teaching that enables all pupils, to learn effectively.

1. The quality of teaching throughout the school is good. All lessons observed were at least satisfactory but a high proportion was either good or very good. Fifty seven per cent of lessons were good and twenty nine per cent were very good. The remainder were satisfactory. Because all teachers provide lessons throughout the school there is, consequently, no variation in the quality of teaching offered to particular groups of pupils. Satisfactory lessons are those where the level of planning is less detailed or where behaviour management of more challenging or individual pupils is less secure. The outcomes to such lessons are that pupils are unsure of what they have learned. The vagueness in the planning does not offer a clear structure to these lessons and pace is consequently affected. Pupils' levels of interest waver and their concentration fluctuates as lessons progress.
2. The good quality teaching is based upon a well-planned curriculum. These good quality lessons are supported by the good subject expertise of teachers. In the majority of these lessons activities are well matched to what pupils need to learn. Teachers quickly engage the interest of pupils by making them fully aware of what they need to learn and presenting the lessons with enthusiasm. Because of this, pupils take a full part in their learning and make effective progress. For example in a physical education lesson for Year 9, pupils were taught the techniques for triple jumping. The teacher had planned the lesson very well and taught it in a clear sequence that ensured one element of the skill was built upon the other. His good expertise enabled him to identify coaching points for each pupil and as a result they made good progress. Because of this the pupils threw themselves in to the lesson with gusto and took a full part in their learning. The end result was that pupils completed a triple jump successfully. Their learning was so much more successful because the teacher translated the pupils' enthusiasm into physical effort. In such lessons pupils do not consider misbehaviour an option.
3. In a very good Year 9 science lesson involving a test for the presence of hydrogen, the teacher quickly got the pupils into their stride by engaging in a rapid-fire series of questions that tested their previous knowledge. From this he gauged what pupils had learned and was able to fill in the gaps before proceeding with new learning. For example, he asked pupils what brings about the fastest reactions in chemicals? Several ventured that it might be 'heat' but it became a reality when the teacher posed the question, "What would happen if you sat on a lighted Bunsen burner?" All pupils then very quickly understood about the relationship between the application of heat and the consequent reaction. The level of challenge in this lesson was very good and correct chemical formulae were used at every opportunity. He constantly challenged pupils to extend their own knowledge by asking, "What do you think?" The teacher's attention to safety issues enabled pupils to carry out their own experiments with a

sense of caution and their laboratory manners were impeccable. Relationships between teacher and pupils were very positive and contributed most effectively to the good learning that took place. The teacher used humour appropriately and with good effect. For example, on safety issues 'Does anyone have spare eyes at home? Then we use goggles!' The outcomes to this lesson were good because the teacher varied the method he used to illustrate what needed to be learned and he was rewarded with the full attention of the pupils. Despite their identified difficulties the behaviour and concentration would have done justice to their mainstream peers. The lesson was very successful.

4. Another very good lesson involved a Year 8 mathematics group. The outcomes from this were also very good. Observation of this same group with other teachers provided results that were not as positive. The lesson began with a series of crisp, well-paced questions that immediately got the pupils to concentrate and engage their interest. The pupils were required to tackle the concept of probability. Because the teacher had high expectations of both their behaviour and quality of answers the pupils made thoughtful contributions. He provided work directly targeted to individual need and this caused each pupil, at his own level, to produce answers relating to 0%, 50% and 100% probability. The teacher developed the learning by encouraging pupils to offer views about the answers of others and in so doing ensured that each pupil completed the lesson having achieved the maximum possible – or in their view 'probable'.
5. Food technology lessons are of a high standard and embody good aspects of teaching seen throughout the school. In the lesson seen pupils were expected to make a sponge cake as part of their topic of 'Delicious Desserts'. It was clear as pupils entered the room that the teacher sets high expectations. Each pupil, without fuss or direction, selected his own apron, went to his place in the room and took out all the equipment he was going to need. During the whole process the teacher checked that each pupil knew what the next stage of the task was and only provided new knowledge when it was necessary. She effectively established the previous knowledge of the pupils and used this to raise the level of challenge. For example when she saw a pupil correctly pre-greasing a baking tin she not only asked why he was doing it but went on to explain the scientific necessity for such an action. This lesson was based on very good quality planning. Although not used in this lesson, pupils use information and communication technology (ICT) to illustrate and record their projects. Photographs are used to record achievement and these are added to pupils' individual files. The enthusiasm with which this lesson is taught was infectiously engaging. Despite a 'tragedy' in which the result of one pupil's effort was accidentally spilled on the floor the incident was well managed and because of this the pupil completed the task successfully.
6. Where teaching is less effective it is because teachers have not thought through their planning and failed to provide tasks that are appropriate to

individual needs. In addition to this the few learning support assistants (LSA's) are inappropriately deployed. They are not always in those groups of greatest need and for pupils within such groups learning is less effective. Individuals as well as groups of pupils need additional support and this is not always available because of the small number of LSAs. Despite this teachers provide lessons that stimulate the interest of pupils and engage their attention so that all develop a positive attitude to learning.

Provides good leadership that enables the school to move forward with clear ideas and purpose.

7. The school system of management follows the general principles first put in place by Rudolf Steiner. The opinions of all staff are valued and sought in decisions made about the running of the school. This 'college' system is headed by a team of three senior managers, who provide good leadership that enables the school to move forward with a clear direction and purpose. Each member of this team has clearly defined responsibilities that they carry out effectively. This senior management team, in their turn, report to the board of trustees who are active in support.
8. The leadership provided by the senior management team is good. They ensure that the school runs smoothly and provide the necessary day-to-day support that enables teachers and residential staff to carry out their duties. Since the last report the quality of teaching has improved because of the effort made by the head of education to maintain checks on its quality. Residential staff are provided with mentor supervision, by the head of care, that results in consistent practices throughout each residence. The third member of this management team monitors spending and ensures that the school remains within its forecast budget. Regular meetings, as well as informal communication between members of this team, ensure the overall quality and consistency of provision.
9. Because of the independent status of the school the senior management is aware of the potential for the school to become isolated in what it provides. Consequently they have put in place an effective structure in which the full National Curriculum is provided for pupils alongside the requirements of the Steiner philosophy, such as celebration of festivals and development of pupils' spiritual and cultural characteristics. This outward looking approach also encourages staff in their training needs and results in a good provision overall.
10. In the course of its work the school routinely generates much information relating to the progress of pupils. This information relates to both education and social development. As yet the systems that evaluate this information are not fully embedded in practice and it is possible for the performance and progress of individual pupils to dip, before it could be

detected. This aspect is therefore unsatisfactory. The senior management team is aware of this and intends to review the current practice.

11. The board of trustees fully and actively supports the work of the school. They monitor its work by receiving regular reports from the senior management team as well as by making visits to verify the outcomes of decisions they make.

Gives each pupil the opportunity to flourish as an individual because of the standard of care and quality of the twenty-four hour curriculum.

12. Pupils enjoy being at the school because they feel they are in a culture in which success is valued but it is safe to fail. The needs of the pupils are such that great understanding in managing their behaviour has to be used by all adults. It is evident throughout the school that all adults work with the interests of pupils to the fore. This is an aspect of the school's work that most pleases parents.
13. The residences are small and based on the principle of a 'large family'. In these, pupils are encouraged to develop their individual personality, yet at the same time, contribute to the community ethos. Meal times, for example, are pleasant occasions. House staff oversee these but pupils contribute by assisting in tasks such as setting or clearing the table. Conversations are sustained in which each pupil has the opportunity to contribute, discussing among other topics something they have learned in school that day or what they are looking forward to in the evening activity. This is an effective means by which pupils consolidate and extend the learning they have achieved during the day. Pupils who attend on a daily basis also benefit from this practice
14. Pupils are encouraged to personalise their own sleeping area. The school has gone to considerable trouble to ensure good levels of privacy for pupils and the outcome is a pleasant and homely environment within the constraints of community living.

Provides an environment that encourages pupils' personal development

15. Pupils are well supervised at all times and this represents an improvement since the last inspection. Evening activities are purposeful and enjoyed by pupils. House staff, along with teachers, offer a range of evening activities that cater for all levels of ability and interest. These include sports, such as swimming, a technology club, computer club or art and pottery. Discussion with pupils indicates a good level of interest in these as well as satisfaction with the range of choice.

16. In common with other areas of school practice the good outcomes from these activities are under-pinned by the positive relationships between staff and pupils. Even at times of distress for individual pupils, the majority of these choose to make themselves available to staff for the purpose of mediation. It is also fair to say that many pupils enjoy the freedom to move around the site and this helps in the development of their personal responsibility. For example at the end of the day each pupil will make his own way back to the appropriate residence without any obvious or direct supervision. Whilst the distances are short it does give the pupil the impression of 'leaving school and going home'.
17. Supervision of pupils by staff is thorough. Because of the example set by adults pupils learn to get on well with each other. More formal provision is made through arrangements such as an 'activity week'. In this pupils are offered a range of activities designed to extend their physical and social ability through opportunities that develop teamwork and planning.
18. The school day begins with a community prayer in the chapel. This is a period of quiet reflection respected by all pupils. It is based upon the ideals of Rudolf Steiner to develop within pupils a notion of their spiritual dimension. Further improvement to this could be made if the period for reflection were to be extended and more focused on personal spiritual values.

Promotes a good understanding of the progress made by pupils because of the communication between teaching and residential staff.

19. There are effective links between residential and education staff that enables each to have clear and consistent views about the progress made by individual pupils. Individual education and care plans (IECP) are used effectively to ensure this progress. A scrutiny of records of individual pupils indicates that these plans are appropriately reviewed, and targets adjusted accordingly. In general the IECP are used well and represent an accurate picture of a pupil's personal, social and academic development. For example a pupil who on entry to the school was diagnosed as dyspraxic was provided with short-term targets to specifically improve his quality of movement and physical development. Test records indicate that this pupil made good progress in English, mathematics and science and as a result of his improved social development he is now able to take up a place at a college of further education. Other pupils show similar improvement. For example a pupil who had come to the school in 1996 made consistent academic progress and is now leaving to take up a place at his local sixth form college.
20. The school makes very good provision for the spiritual, moral, social and cultural development of each pupil. A well-planned personal and social education programme underpins the provision. Through this pupils are introduced to issues such as personal safety in the wider world. For example a lesson about the dangers of electricity proved thought provoking and very effective. The use of discussion, work-sheet and video enabled pupils to understand the dangers – some realising for the first time that electricity can jump gaps and that to be in danger it would not be necessary to even touch a live object.

21. Tutor sessions at the start of the day are used well. In these pupils read to the teacher or rehearse the recitation of poetry from memory. This latter, with the aim of a future performance in front of the whole school. In such sessions pupils exemplify their social skills and maturity. For example during one such session for Year 8 pupils it was necessary to exclude a pupil because he was, according to his classmates '*showing off*'. The teacher left the room in order to deal with the disruption but in her absence the remaining pupils showed impressive motivation by continuing with their work. Some of these lessons also conclude with a prayer or poem of thanks.

Promotes good attitudes to school work by pupils and the success from this enhances pupils' feelings of self worth.

22. In classrooms as well as around the school the majority of pupils have good attitudes and as a result they behave well. The school operates in an atmosphere of calmness and purpose. Pupils contribute to this in large measure because of their consideration for others and willingness to accept correction by teachers and other staff.
23. Pupils learn effectively in lessons because of their good attitudes to their work. For example in a Year 9 information and communication technology lesson all pupils were keen to complete the data required for a spreadsheet and see how entering different data affected the outcomes. Their level of interest was high and as a result they learned much about the usefulness of spreadsheets.
24. Pupils, particularly those on the autistic spectrum, responded well to the use of routines. For example in an English lesson for Year 8 pupils the structure of the lesson was something with which the pupils were familiar. Consequently they enjoyed the phases where they could read to the teacher and join in discussion of what they had read. In the latter example one pupil enjoyed telling everyone that the largest recorded hailstone had been found in the United States of America.
25. Around the school pupils also behave well and respond positively to the degree of freedom and personal responsibility they are given. Lunchtimes are pleasant occasions and the communal Morning Prayer is regarded with significant reverence. Within the residences pupils respect the requirement that before visiting any of their friends they should first be invited. From this they learn about the conventions attached to friendships. It also enables them to make positive choices about whom they invite into their home.
26. Discussion with some pupils indicates bullying is not an issue nor do their peers harass those pupils who exhibit unusual behaviours. The levels of tolerance and acceptance of others are commendable.

WHAT COULD BE IMPROVED

The procedures that monitor teaching quality and other indicators of school effectiveness.

27. The head of education is available throughout the school day to support teachers in the behaviour management of their groups. There is a knock-on effect to the use of this support by teachers. The practice does not enable the head of education effective time in which he can monitor outcomes of school initiatives. For example since the last inspection he has put in place a system of classroom observation. From this it is intended to identify and respond to issues relating to the quality of teaching and learning. In practice these observations have been too few. This does not enable weak practice to be identified or consistent improvements to be addressed. The professional development of teachers, as well as their ability to challenge pupils more effectively, is therefore compromised by the need to maintain good order.
28. As yet the school has no consistent procedures that enable it to form a view as to how well it is doing in the longer term. This is unsatisfactory.

The respective heads of care and education have few criteria against which collective effort can be judged. Teachers have not been provided with objectives as part of their appraisal against which their performance can be judged or which would enable them to identify the most effective parts of their work. The school recognises this as an issue and has plans to address it.

29. The progress towards achievement of longer-term targets, such as the academic development and learning undertaken by pupils, is insecure. Although the procedures that record progress are valid there is little formal analysis of the results obtained. There is a possibility of gradual decline in pupils' progress and such a trend may not be recognised. The school is therefore not in a position to respond to any potential downward trend in this aspect of its performance

An increase in the number of learning support assistants so that pupils' individual needs are supported more effectively.

30. There are presently too few learning support assistants (LSAs) to provide effective support for individuals or groups of pupils. The current practice, by the head of education, of responding to teachers' requests to support behaviour management within their groups is ineffective. Where disruption occurs within lessons it becomes the teachers who are supported rather than the learning undertaken by pupils. The absence of LSAs within lessons means that the needs of pupils, who require additional support, remain unfulfilled. Some of the misbehaviour can be attributed to this frustration.
31. In order to comply with the recommendations of Circular 11/90 the school would need to have a complement of seven LSAs. Currently there are three. LSAs should be attached to classes or individuals with the clear task of supporting pupils in their learning.

The level of attendance by some pupils is unsatisfactory, and hinders their learning.

32. The current attendance rates by some pupils are unacceptably low. Only four classes from the seven in the school recently recorded attendance rates of above 90 per cent. There are particular weaknesses in the oldest class and one-third of day pupils have poor attendance records. Observation of arrival routines indicates a few younger pupils do not arrive at the school in a happy frame of mind. It is apparent that some of the journeys may be unduly long and stressful for individuals. Some parents indicate that their children arrive home in an anxious state and this they attribute to the tension or misbehaviour that allegedly occurs within some of the taxis.

33. The system that caters for transport of pupils to their home is an issue that concerns some parents. While much of this works satisfactorily the practice of transporting up to eight pupils in a single vehicle without an escort is unsatisfactory. This impacts on the quality of learning achieved by pupils during their day and compromises the gains in pupils' good behaviour. Pupils may arrive at the school distressed and in need of a period of calming before they can join their peers. At the conclusion of the day gains could also be lost as pupils once more become reluctant to travel home.
34. On a few occasions pupils chose to absent themselves from groups and time was lost locating them. As the site is large this is a considerable task for staff. This duty falls mainly to senior management who are further distracted from their other responsibilities. The school is aware of this issue and will put in place different measures during the forthcoming year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the standards offered by the school the Trustees and senior management should;

(1) Implement procedures by which evaluation of school practice can be effectively carried out by;

- Putting in place a series of performance measures for senior staff and teachers in order to identify raise the quality of learning and teaching.
- Enabling senior staff to carry out monitoring practices and evaluate the outcomes of these.

(Paragraphs 10, 27-29)

(2) Increase the number and effectiveness of learning support assistants by;

- Considering the recommendations of Circular 11/90
- Providing a programme of relevant training for LSA to enable them to give effective learning support.
- Requiring teachers to identify individual pupils or groups of pupils who would benefit from such support and plan the provision for them into their lessons.
- Deploying LSAs appropriately according to the needs of individual or groups of pupils.

(Paragraphs 30 - 31)

(3) Improve the attendance of day pupils by;

- Monitoring more thoroughly the attendance of individual and groups of pupils. Analyse the outcomes and formulate a response.
- Reviewing, along with the referring authorities, the transport arrangements for some pupils. Where these are thought unsatisfactory, formally make this known to the respective authority and seek possible changes.

(Paragraphs 32-34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	57	14	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	46
Number of full-time pupils eligible for free school meals	46

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	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	11.2

Unauthorised absence

	%
School data	5.5

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

Attainment at the end of Key Stage 2

A small number of pupils were eligible for the 2001 assessment tests.

The results in English for pupils are within the range of 'no recorded level' up to Level 5.

The results in mathematics for pupils are within the range of Levels 3-4.

The results in science for pupils are within the range of Levels 3-5.

Attainment at the end of Key Stage 3

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 3 for the latest reporting year	2001	11	0	11

Figures refer to percentage of pupils gaining that level by test.

	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
English	90	0	0	0	10	0	0
Mathematics	9.0	0	0	27	36	18	10
Science	27	0	0	36	18	10	0

Where figures do not add up to 100 this is accounted for by the absence of some pupils on the day of the test.

Levels for other subjects (% of pupils at that level)

Level	1	2	3	4	5	6
Modern foreign language	0	50	40	10	0	0
Art	0	20	40	40	0	0
Music	0	60	40	0	0	0
Physical education	0	0	20	20	50	10
Food technology	0	60	40	0	0	0
Information technology	0	40	60	0	0	0
History	0	10	60	30	0	0
Geography	0	10	60	30	0	0

Attainment at the end of Key Stage 4

	Year	Boys	Girls	Total
Number of 15 year olds on roll in January of the latest reporting year	2000	8	0	8

General Certificate of Education

Grade level	Entries	A*	A	B	C	D	E	F	G	Absent / Ungraded
English	8	0	0	2	1	2	2	0	0	1
Mathematics	5	0	0	0	1	1	1	0	0	0
Science	5	0	0	1	1	2	1	0	0	0
Science – double	2	0	0	2	0	0	0	0	0	0
Art	1	0	1	0	0	0	0	0	0	0
History	2	0	0	0	0	1	1	0	0	0

Pupils entered the GCSE Short course examination in the following subjects.

	Entries	A*	A	B	C	D	E	F	G	Absent / Ungraded
Information technology	5	0	0	0	0	4	0	1	0	0
Geography	2	0	0	0	1	1	0	0	0	0
French	7	0	0	0	1	1	2	2	0	1
Music	8	0	0	0	0	0	1	2	2	3
PE Studies	6	0	1	1	1	2	1	0	0	0
Food technology	6	0	0	0	1	3	2	0	0	0

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	0

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	1
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: Y5 – Y11**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	4
Average class size	6.8

FTE means full-time equivalent.

Education support staff: Y5 – Y11

Total number of education support staff	3
Total aggregate hours worked per week	6

Financial information

Financial year	2000
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	£
Total income	963,234
Total expenditure	928,765
Expenditure per pupil	21,108
Balance brought forward from previous year	0
Balance carried forward to next year	34,469

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	40
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	33	19	5	0
My child is making good progress in school.	60	35	0	0	5
Behaviour in the school is good.	20	60	10	5	5
My child gets the right amount of work to do at home.	29	21	21	7	21
The teaching is good.	71	19	0	0	10
I am kept well informed about how my child is getting on.	57	29	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	67	29	5	0	0
The school works closely with parents.	55	35	10	0	0
The school is well led and managed.	80	10	5	0	5
The school is helping my child become mature and responsible.	65	30	5	0	0
The school provides an interesting range of activities outside lessons.	62	29	0	10	0

The figures relate to the percentage of parents who answered that question. Six parents chose not to answer all questions. The most common question not to be answered by them concerned the amount of work pupils may do at home. They felt this did not apply in their circumstances.