

## ERRATUM

### Page 7      STANDARDS

In the table headed “Progress in:”. The grade for “Other personal targets set at annual reviews or in IEPs” should be B.

# INSPECTION REPORT

**HOPE SCHOOL**

Wigan

LEA area: Wigan

Unique reference number: 106543

Headteacher : P Dahlstrom

Reporting inspector: T Smith  
21044

Dates of inspection: 26-28 June 2000

Inspection number: 196940

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	2 - 19
Gender of pupils:	Mixed
School address:	Kelvin Grove Marus Bridge Wigan Lancashire
Postcode:	WN3 6SP
Telephone number:	01942 824 150
Fax number:	01942 230 361
e-mail	hope@wigan.ac.uk
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Gavin
Date of previous inspection:	23-27 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr Tom Smith	Registered inspector
Mr Stuart Vincent	Lay inspector
Mr Simon Longley	Team inspector
Mrs Sue Thomas	Team inspector

The inspection contractor was:

Nottinghamshire and East Midlands Inspection Consortium

Advisory & Inspection Services  
Eastbourne Centre  
Station Road  
Sutton in Ashfield  
Nottinghamshire  
NG17 5FF

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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**

Hope School is a very large and popular school for pupils with severe learning difficulties as well as profound and multiple learning difficulties. Some of these pupils have additional needs, such as those to be found on the autistic spectrum. The current number at the school is 146, in excess of the DfEE approved number, but governors have approved arrangements to reduce this to the required number. The intake of the school comes from a wide catchment area, which includes Wigan Metropolitan Borough and surrounding local authorities. The majority of pupils are of white European origin and all of these use English as their first language. On entry to the school, pupils have very low attainments. The school provides for children from the age of two years within its Early Years Unit. This includes other children from the local community, who do not have learning difficulties. Pupils may remain at the school for the whole of their school career and progress to the on-site Further Education Unit. Since the last inspection the number of girls attending the school has increased, although boys still form the majority. More than one third of the pupils takes free school meals, a figure in line with the national average. All pupils have statements of special educational need. Accommodation has been increased and this is still undergoing further building works, due for completion in December 2000.

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

Hope School is a very good school that has continued to improve since it was last inspected. This success is the result of very clear and purposeful leadership, enhanced by the expertise and experience of all staff. The relationships between the school, the community and specifically with parents are very strong. The school has a strong integration and inclusion policy, exemplified in the extensive links with local mainstream schools (both primary and secondary) as well as colleges of further education. These add significantly to the quality of education provided for pupils and students. The overall quality of teaching is good, with significant strengths in the provision for under-fives children and post-16 students. The headteacher, senior managers and governors work well together and are united in providing a high-quality environment of opportunity and learning for pupils and students. The behaviour of pupils is good and results in them making very good progress in their personal development. Good standards are achieved on less than average income and therefore the school provides very good value for money.

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

- Pupils within the Early Years Unit and students in the Further Education Unit receive a stimulating and purposeful education which prepares them well for the next stage in their development.
- Hope School provides a very effective system of integration and inclusion that significantly benefits pupils and students and widens their educational opportunity.
- The good quality teaching and support provided by staff lead to high standards of achievement by pupils.
- The headteacher, senior managers and governors provide very good quality leadership that enables the work of all staff to be both focused and effective.
- Hope School provides very good opportunities and support that enable pupils and students to fully develop their skills leading to personal independence.

#### **What could be improved**

- The use of information and communication technology (ICT) within lessons.

*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**

The school was last inspected in September 1996 and was found to be a good school with some very good features. Among these strengths were the attitudes and behaviour of the pupils and students. Teaching was judged as good overall and the school provided a *“positive ethos, shared by all, and recognised by parents and outside agencies.”* Since then the school has not only sustained these good qualities and made good improvement but also has continued to develop further strengths. Improvements, resulting from key issues within the last report include a re-structuring of the senior management team, good organisation and management of the curriculum, better longer-term planning that directs the work of the school, satisfactory arrangements for the medical care of pupils, an increase in the number of teaching staff and better arrangements for reporting to parents.

## STANDARDS

During the inspection standards in speaking and listening were very good and sustained through good use of alternative communication systems. Standards of reading and writing were good. Pupils use books appropriately and some higher attaining pupils predict possible outcomes to stories. Pupils make good progress in number skills and use these within appropriate contexts. Personal and social skills are very well developed because pupils and students are expected to accomplish tasks without overt assistance. Individual education plans (IEPs) are used regularly and effectively to identify and focus the work of teachers and support staff. Outcomes are accurately recorded and pupils’ work held in a record of achievement (ROA), sent to parents on an annual basis. By the time students leave the school they achieve the following standards:

Progress in:	By age 19	Key:
Speaking and listening	A	Very good <b>A</b> Good <b>B</b> Satisfactory <b>C</b> Unsatisfactory <b>D</b> Poor <b>E</b>
Reading	B	
Writing	B	
Mathematics	B	
Personal, social and health education	A	
Other personal targets set at annual reviews or in IEPs*	C	

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

## PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: these are instrumental in ensuring that the school is a happy community.
Behaviour, in and out of classrooms	Good: pupils fulfil the expectations of teachers and other staff and this contributes to a positive learning environment.
Personal development and relationships	Very good: wherever possible pupils choose for themselves and consistently make their own decisions.
Attendance	Good: absence is generally the result of medical conditions or appointments.



Everywhere, mutual respect and courtesy are evident, resulting in a cheerful and purposeful community, full of hope for the future. The positive attitudes, which pupils have to their work, are an influential factor behind the good standards they achieve.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16	aged over 16
Lessons seen overall	Very good	Good	Good	Good

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

The quality of teaching throughout the school is a very strong feature of the overall provision for pupils and students and results in very good learning. Teaching is at least satisfactory in 97 per cent of all lessons. There were no significant or consistent weaknesses in teaching observed during the inspection. Excellent teaching was observed in 38 per cent of lessons. Examples of high quality teaching are evident throughout the school and three-quarters of this total are good or better. In the many effective lessons, where the quality of teaching is at least good, pupils understand clearly what they have to learn because teachers have clear objectives, which they communicate effectively. The best lessons are those where the pupils and students are challenged appropriately and where their success is driven by high expectations on the part of the teachers. The enthusiasm with which lessons are taught results in pupils working very hard. Literacy and numeracy are well taught across the school and there is a particular and appropriate emphasis on different forms of augmentative communication.

The National Strategies for literacy and numeracy have been well adapted to take account of the needs of pupils and the teaching that results from these is both imaginative and effective. As a result pupils make good progress and use their skills in other lessons. Teachers structure lessons very well and these include good introductions that set the scene for the lesson. As a result, pupils understand what is required of them and play a full part in their learning. For example, a session in the studio for pupils with profound and multiple learning difficulties (PMLD) enabled pupils to identify each other by 'name sounds' and from this they went on to show pleasure in their success through eye contact, vocalisation or facial expression. In literacy hours, teachers commonly use rhymes to reinforce learning of words or individual letters. Consequently, many pupils read text individually or as a group.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good throughout the school: overall it is varied and relevant to the needs of all pupils and students. It meets and is well referenced to the requirements of the National Curriculum and RE.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: there are particular strengths in the provision for pupils' personal development that result in pupils and students being successfully prepared for their next stage of life.
Provision for pupils with English as an additional	Currently there are no pupils with English as an additional

language	language.
How well the school cares for its pupils	Very good: there is a strong ethos of concerned care for all pupils and students. Procedures for their protection as well as their health and safety are securely in place and work effectively.

The curriculum is appropriately expanded to consider the needs of individual and groups of pupils and students, such as those on the autistic continuum or those with profound and multiple learning difficulties. IEPs are used effectively. The outcomes are recorded, with evidence held in a record of achievement (ROA) that is sent to parents on an annual basis. Overall provision for pupils' spiritual, moral, social and cultural development is good. Arrangements for child protection and procedures to ensure pupils' welfare, health and safety are very good.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the head teacher leads the school with a very clear vision. The restructuring of the senior management team has brought positive benefits to the work of the school.
How well the appropriate authority fulfils its responsibilities	Very well: the governors make a very good contribution to the work of the school through their constant dialogue with the senior management team and the effective monitoring procedures they have in place.
The school's evaluation of its performance	Good: the school has effective procedures that are well linked to performance management. Some of the external monitoring is less rigorous and challenging than that which the school undertakes.
The strategic use of resources	Very good: the school makes effective use of all the resources available to it. Developments identified within the school development plan are appropriately resourced.

Supported by very able senior management colleagues, the headteacher enables the school to work in an atmosphere of purpose and clear direction. There is a high quality of debate and challenge between the senior management and governing body that results in the principles of best value being consistently applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

### What pleases parents most

- Their children enjoy being at the school.
- Teaching is good.
- They feel confident to approach the school about any issue and that their concerns will be addressed.
- The good quality of the school leadership.
- The work of the school has a positive outcome for pupils in their homes. Many express wonders that the school enables pupils and students to achieve in ways they, as parents, did not think would be possible.
- Pupils and students make good progress.
- The close relationship they have with the school and the manner in which teachers make themselves available to listen to parents' concerns. They describe the school as "A very good listener" and as "a friend".

### What parents would like to see improved

- There were no generally held views of what parents would like to see improved.

The findings of the inspection team fully support the positive views held by parents. They judge the school to be deserving of the positive support it receives from them. The relationship between parents and teachers is particularly strong and the mutual respect they have is evident. At the pre-inspection meeting parents were effusive in their praise for teachers, pointing out the significant progress their children make in both academic and personal development. One parent described her child as ".....murder during the holidays, but calmer and more self-controlled during term time". Similar views were expressed by other parents and summed up by one who said, "If I hadn't got him into Hope School, I don't know what I would have done."

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Pupils within the Early Years Unit and students in the Further Education Unit, receive a stimulating and purposeful education, which prepares them well for the next stage in their development.**

1 Children in the under-fives unit of the school make very good progress across the range of Desirable Learning Outcomes because of the outstanding quality of planning. It enables the staff within the unit to have a very clear understanding of their responsibilities across the range of both teaching and recording. This results in children having an excellent balance between staff-directed activities and those initiated by themselves. The expertise of the staff attached to the unit is considerable and this enables them to offer good quality opportunities. From these, children become effective learners.

2 Teachers are very successful helping the pupils to develop their communication skills. Pupils' achievement in language and literacy is very good and this enables them to play a full part in everyday situations. Teachers and special support assistants (SSA) use frequent opportunities, both planned and unplanned, to develop the children's language skills. For example, in role-playing a journey by bus, pupils successfully discussed among themselves where the bus should go, tickets were issued from an 'office' and all boarded the bus on request. Lower-attaining children successfully identify the initial sound of letters and show they understand this by posting their picture card into the correct pocket of the word bank. At other times, teachers effectively use music to enhance pupils' articulation and sequencing of sentences. This was the case in the song about the 'Three Little Pigs', sung with gusto and enthusiasm by all children. The writing and pre-writing skills of children are developed well in exercises, such as 'writing postcards' following a visit. These tasks are well matched to the children's previous attainment, with some forming letters correctly and writing their name, while others rehearse pre-writing skills by tracing letters on a page. Children of all attainment successfully develop writing skills.

3 The learning the children undertake is intensive and because the pace and timing of the lesson is so good, they maintain their concentration, almost without realising it. The quality of teaching is at least good and, of the lessons observed, at least half were of excellent quality. A typical example of this excellent teaching was seen in a literacy lesson for a combined group of SEN and mainstream children. The teacher set the scene of developing phonics through good-quality discussion of what pupils already knew. She used an excellent range of questions to develop understanding and urged pupils to "Have a think about what you are going to do this morning". When children made a mistake she re-focused attention by asking, "Have you got your listening ears on?" to which children enthusiastically responded by tugging at their own ears. Throughout the lesson very effective challenges were set and as soon as a child gave a consistent, correct response, understanding was checked and a further challenge to understanding was made. When a child confused the letter 'c' the teacher made constant reference to it, in several guises, until understanding was achieved.

4 Records are compiled effectively for all children and these are used both to track past progress and to ensure that future plans are relevant and challenging. A very significant strength of the unit is the level of planning that takes account of the wide attainment range of all children. Individual learning objectives are specified, assessed and recorded, resulting in very good progress for all children and readiness for their next challenge.

5 Students in the Further Education Unit (FEU) make significant and effective progress in their personal development, so that by the time they leave, they are fully prepared to take

their place in life as young adults. The accreditation options open to them, such as the Award Scheme Development and Accreditation Network (ASDAN) and National Vocational Qualification (NVQ), have created a sharp focus to their learning. Assessment of outcomes is very good and the views of external assessors confirm the good-quality work that is done.

6 The development of independent living skills is fundamental to the work of the FEU and students make very good progress in this regard. The new and splendid accommodation, commissioned shortly before the start of the inspection, will ensure increased opportunity for this. The accommodation allows for overnight residence by students who, with adult support, will be expected to cater for their own needs. Currently, this skill is achieved through residential visits to France and in the future through planned links with a similar college in Norfolk.

7 The FEU has strong links with a local sixth form college and these, with other external links are used to widen the opportunities and challenge available to students. Some Hope School students have attended the college for some of their lessons and achieved success in GCSE art and drama examinations. A reciprocal arrangement leads to the students of this sixth form college using opportunities offered by Hope School to pursue courses in GNVQ health and social care. This practice of inclusion and integration enables Hope School students to work with their mainstream peers and develop into confident young adults, ready to take their part in the wider community.

8 The management of the FEU is very good and effectively ensures that students receive a curriculum that is entirely appropriate to their needs. Currently the needs of PMLD students are provided for within the main school, but because of the new accommodation now provided in the FEU, they will join with their peers in the near future. The philosophy of the unit is that nothing should be done for the students that they couldn't do for themselves. This approach results in a group of students who are becoming socially aware, both of themselves as individuals and their responsibility within the community. This progress is seen in the student's involvement in a senior citizens' lunch club and representation on the school student council, with a facility to negotiate directly with the headteacher. Additionally, each student evaluates their own work and progress at regular intervals through discussion with their teachers.

**Hope School provides a very effective system of integration and inclusion that significantly benefits pupils and students and widens their educational opportunity.**

9 The school has, for some years, provided pupils and students with the opportunity to join with others in mainstream schools. The current level of provision is very good. Within the nursery, children are accepted from a wide range of educational attainment. The very good provision ensures that all these children benefit from carefully-targeted and well-organised activities. A most significant feature is the way in which 'mainstream' children work alongside those with special educational needs (SEN). There are many examples of cooperative work, particularly, for example, in the development of spoken language. In one case a SEN child was having difficulty locating the correct word-bank pocket in which to 'post' his letter sound. His partner helped him by emphasising the 's' sound and signing the word 'snake'.

10 The social benefits to mainstream nursery children are considerable as they work alongside their SEN peers. In a music lesson, focusing on a musical story of 'The three little pigs', all pupils successfully signed the story as they sang the song. On such occasions it is difficult for the observer to separate SEN children from their mainstream peers. The relationships between all children are excellent as they remain oblivious to the perceived differences between them.

11 Pupils from all key stages have the opportunity to attend other local schools. For example Year 7 pupils were observed at work in a local school, where a Hope School teacher teaches them alongside mainstream pupils. In a mathematics lesson, pupils successfully accomplished written calculations of single digit addition and subtraction as well as worked out the change required when dealing with money up to the value of 10p. A significant feature of such lessons is the considerable concentration that pupils devote to their tasks and the manner in which they assimilate so well into the activity of the host school.

12 Pupils and students at Hope School benefit considerably from the increased opportunity to join with mainstream peers. The two-way relationship sees pupils from other schools attending Hope school for individual lessons. In one such example, pupils from a neighbouring school attended one of a block of music lessons with Year 7 Hope School pupils. The lesson objective was to compose and perform a piece of music illustrating the theme of weather. All pupils worked very effectively together and it was most noticeable that the higher-attaining pupils from the mainstream school did not dominate the activities or results. Hope School pupils felt very confident to take the lead, both in discussion of musical terms, as well as the conducting of the performed work.

13 Post-16 students extend their opportunities for learning through attendance at other comprehensive schools in the locality. At the local sixth form college they join with others in GCSE courses, such as art and drama. The result of such integration initiatives is an increase in confidence of the Hope School students, as well as an increase in their attainment. This is clearly evidenced in the quality of the mini-enterprise initiative carried out by students.

14 The most significant factor in the success of the practice of inclusion is the very good and effective management of its disparate elements. In all, 74 pupils have the opportunity to work alongside other pupils or students in different settings, from nursery to high school and local colleges. The senior management of the school has rightly created a post to oversee the success of the venture and, in so doing, has effectively signalled the importance it attaches to it. In addition it enables a Hope School teacher to work alongside the staff of a local primary school, almost on a full-time basis. The benefits, in terms of exchange of professional expertise, are mutual and considerable.

15 The inclusion initiative is successful because of the enthusiasm and management skill of those who are directly involved in its work. This is as much the case in receiving schools as it is with the staff of Hope School. Evidence from other schools indicates an appreciation of the competence and enthusiasm that members of the Hope School staff commit to the initiative.

### **The good quality teaching and support provided by staff lead to high standards of achievement by pupils.**

16 The high level of very effective teaching is a significant strength of the overall provision offered by the school. This teaching is characterised by a well-planned curriculum, resulting in lessons that include activities well matched to learning objectives. Lessons are presented with enthusiasm and this engages the interest of pupils. In their introductions, teachers make pupils fully aware of what they are about to learn and, in so doing, encourage pupils to take effective responsibility for their own learning. Where lessons include pupils with profound and multiple learning difficulties their needs are fully included in the presentation of the lesson. For example, in a physical education (PE) lesson, a pupil was encouraged to participate fully by *"running on the spot"* in his wheelchair. This he did by grasping the wheels and rotating himself from side to side with obvious enthusiasm and energy. In other lessons, such as food technology, a microwave oven and food blender are well adapted through

switch devices, to enable the pupils to participate fully in the preparation and cooking of a chocolate sponge pudding. The results were both attractive and edible.

17 In an excellent geography lesson about a village in India, the teacher used a wide range of techniques to explain to pupils about the conditions and customs they might find there. She prepared an excellent range of resources, including photographs and food samples and from this enabled the pupils to understand the concept of having to grow food locally because there would be no shops. The tasks were very well matched to the attainment of each pupil. This was exemplified by some pupils responding through use of the picture exchange communication system (PECS) while others prepared written responses. Throughout the lesson, the teacher used a very encouraging approach, with the result that the pupils remained at work for the whole of the lesson. This high level of challenge was sustained through humour and praise.

18 A music lesson for a combined group of Year 7 pupils from Hope School and a local primary school included all the excellent features that are evident in other lessons throughout the school. The teacher expected pupils to understand the technical language associated with music. She used words such as *layering* and *crescendo*, which pupils from Hope School were able to explain. Pupils gave rapt attention to the lesson and showed, in the quality of their interpretation and musical performance, how much they had understood and made progress. The teacher used demonstrations very effectively and, by observing peers at work, pupils learned how to develop their skill of interpretation. As each target within the lesson was successfully accomplished the level of challenge was raised. For example, in listening to the finished pieces, it became apparent that endings were similar. When this was queried by the teacher many of the groups realised that a quieter conclusion would be more appropriate and this was also incorporated. Music is used very well throughout the school to enable pupils to practise rhymes, develop memory and learn particular concepts, especially those in mathematics.

19 The emphasis the school places on communication skills as well as use of number is very appropriate to the needs of the pupils. In a good Year 2 mathematics lesson the teacher used number songs to reinforce the concept of counting on and ordering numbers. As the song progressed, more pupils joined in as they understood what was involved in the 'taking away'. From this the teacher developed the understanding to include 'more' and 'less'.

**The headteacher, senior managers and governors provide very good quality leadership, that enables the work of all staff to be both focused and effective.**

20 The head teacher provides very effective leadership, enabling the school to move forward with very clear purpose. His clarity of vision and ambition for the school is a major factor in the school's continuing, successful development. The school motto of '*Achievement, Equality and Independence*' is clearly evidenced in his work and reflected in the daily activity of all staff. As a result of the last inspection, the senior management team has been enlarged and individual responsibilities clarified. This has brought significant and effective benefit to the work of the school. The whole range of school activity is now more closely monitored, particularly classroom practice. Heads of department visit classrooms formally to monitor teaching and written reports are provided, that identify strengths and future areas for development. As a consequence, the quality of teaching has improved since the last inspection. The work done by the senior management team is very effective in raising standards and they are well placed to undertake the forthcoming '*Performance management*' initiative.

21 While clearly a driving force in the wish to provide the highest standards for pupils and students, the headteacher is well supported by a very able deputy headteacher and senior management team. The result of their work is the creation of an ethos in which staff are

valued for the work they do and also challenged to provide even higher standards. The beneficiaries are the pupils and students. The outcomes of this leadership are seen in the improvements made since the last inspection, where the school was already starting from a strong base. Since that time the school has, and still is, undergoing major building expansion. Considerable thought and organisation has gone into making the effects of this upheaval as painless as possible for pupils and students. As part of this expansion a new post-16 unit is now in operation and is already providing excellent facilities for students.

22 Another reason for the high quality of leadership and management at Hope School is the very good standard of critical, educational debate between the senior management team, staff and governors. From this comes a unity of purpose that raises the quality of provision for pupils. The governing body is, in every sense, a *critical friend* of the school. Their involvement comes through effective committee structures that ensure the principle of *'best value'* and the fulfilment of legal responsibilities. In order to assist this work, the head teacher provides informative reports that are substantiated by the visits governors make to the school. Governors provide considerable individual expertise, used to the full benefit of the school. For example, the major building expansion and budget control of this project has been overseen from within the governing body.

### **Hope School provides very good opportunities and support that enable pupils to fully develop their skills leading to personal independence.**

23 A hallmark of the school's work is the level of independence shown by pupils and students. *Independence* is the third element of the school's motto and it sustains the work and motivation of all staff.

24 Within the nursery, children are expected to contribute to the daily organisation. This is seen in ways such as tidying away at the end of their activity, returning the register to the school office or choosing a friend to assist them in a particular task. As pupils become older the expectations of them increase. Pupils who take part in the integration initiative, play an active role in the life of their class or group. They are expected to be more self-sufficient and accomplish skills such as a higher degree of self-organisation.

25 By the time pupils join the FEU, their levels of independence are considerable. The focus of the work and planning by staff is to enable students to be as independent as their circumstances will allow and this is achieved in large measure. Students become responsible for their own work, such as the modules contained within the ASDAN accreditation. They take responsibility for the planning, preparation and cooking of some of their midday meals and they play a full part in the organisation of residential visits, such as the one they made to France. The recent move into the new accommodation will enable students to develop these skills further, as the provision includes the opportunity for overnight residence. The success of these combined efforts of staff and students is seen in the fact that a former student, one year on, continues to be successfully employed at a large, local supermarket.

### **WHAT COULD BE IMPROVED**

#### **More effective inclusion of information and communication technology (ICT) within lessons.**

26 The use of ICT within lessons is not always used to promote the learning of pupils. Too few opportunities are used to extend pupils' knowledge and understanding through this means. Medium-term plans do not all include an expectation of its use by all pupils. In some instances, use of the computer is restricted to the latter part of lessons, where it might be regarded as a reward. It is rarely used as a planned and integral part of the lesson, where it could be an effective tool to reinforce and enhance the lesson objective. There are some exceptions to this however, as seen in a Year 1 literacy lesson, where the objective was to



identify initial letters of words. When used in support of teaching, the program effectively allowed pupils to rehearse and practise this developing knowledge. In such situations the use of ICT is carefully considered, used appropriately and enables pupils to make more effective progress.

27 The school has yet to become part of the National Grid for Learning (NGfL) initiative and, as a result, the development and use of the technology has been piecemeal. It is acknowledged, however, that some improvement has been made since the last inspection. The subject meets statutory requirements and is also taught discretely throughout the school.

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

The school should now:

Make better use of ICT by;

- ensuring planning and teaching includes ICT.
- closely monitoring the outcomes from lessons.
- sharing successful practice across the school.
- enabling pupils to access the World Wide Web as part of their studies.
- encouraging staff to prepare reports electronically and maintain records in the same way.
- using digital photography to record and store a wider range of pupils' work and activity.
- providing e-mail facilities for staff, pupils and students, where appropriate.
- forming electronic links with other schools  
(paragraphs 26 and 27)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
21	16	39	21	3	0.00	0.00

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	146
Number of full-time pupils eligible for free school meals	52

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	0
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	9.93

#### Unauthorised absence

	%
School data	0.00

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

### Attainment at the end of Key Stages 1 – 3

- 1999

\*NB – numbers refer to pupils attaining each level

Subject	Working towards L1	Level 1	Level 2	Level 3
English – KS1	13	0	0	0
- KS2	7	2	1	1
- KS3	5	2	0	0

Subject	Working towards L1	Level 1	Level 2	Level 3
Mathematics - KS1	13	0	0	0
- KS2	6	4	0	1
- KS3	5	2	0	0

Subject	Working towards L1	Level 1	Level 2	Level 3
Science - KS1	13	0	0	0
- KS2	4	6	0	1
- KS3	5	2	0	0

**Attainment by pupils of the Further Education Unit - 2000**

Awarding Body / Scheme	Number of successful students	Accreditation
NVQ – Retail	10	NVQ Retail Level 1
NVQ Catering	9	NVQ Catering Level 1
Asdan – Towards Independence	8	Towards Independence Certificate
Asdan - Youth Award Scheme	10	Bronze Award Bronze Challenge Award
Key Skills	5	Unit Credits – Key Skills
Young Enterprise	9	Young Enterprise Certificate
Construction Industry Training Board	8	CITB Award Bronze / Silver / Gold

**Ethnic background of pupils**

**Exclusions in the last school year**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	144

	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

Any other minority ethnic group	0
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Other minority ethnic groups	0	0
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*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes**

**Qualified teachers and classes: Y N – Y 13**

Total number of qualified teachers (FTE)	21.8
Number of pupils per qualified teacher	6.69
Average class size	10.42

*FTE means full-time equivalent.*

**Education support staff: Y N – Y13**

Total number of education support staff	42
Total aggregate hours worked per week	1314

**Financial information**

Financial year	1999-2000
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	£
Total income	1,278,900
Total expenditure	1,271,977
Expenditure per pupil	8595
Balance brought forward from previous year	19,304
Balance carried forward to next year	26,227

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	64

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	66	23	6	0	5
Behaviour in the school is good.	66	31	0	0	3
My child gets the right amount of work to do at home.	37	35	4	10	14
The teaching is good.	80	16	2	2	0
I am kept well informed about how my child is getting on.	70	22	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	86	11	2	1	0
The school expects my child to work hard and achieve his or her best.	79	18	2	0	1
The school works closely with parents.	67	27	5	1	0
The school is well led and managed.	81	16	2	0	1
The school is helping my child become mature and responsible.	64	27	5	0	4
The school provides an interesting range of activities outside lessons.	47	27	5	5	16

*\* numbers may not total 100% because of rounding or that some parents chose not to respond to the question.*