

INSPECTION REPORT

CICELY HAUGHTON

Stoke on Trent

LEA area: Staffordshire

Unique reference number: 124499

Headteacher: Mr N Phillips

Reporting inspector: Mrs P Potheary
21765

Dates of inspection: 15th – 16th May 2001

Inspection number: 197646

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

INFORMATION ABOUT THE SCHOOL

Type of school: Special – EBD day/residential

School category: Community special

Age range of pupils: 5 to 11 years

Gender of pupils: Male

School address: Westwood Manor
Mill Lane
Wetley Rocks
Stoke-on-Trent
Staffordshire

Postcode: ST9 0BX

Telephone number: 01782 550202

Fax number: 01782 550202

Appropriate authority: The governing body

Name of chair of governors: Mr G Dowling

Date of previous inspection: September 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21765	Mrs P Potheary	Registered inspector
19342	Mr T Heavey	Lay inspector
18709	Ms N Bee	Team inspector

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cicely Haughton is a local authority, day and residential special school for boys aged between five and eleven years. All pupils have a statement of special educational need for emotional and behavioural difficulty. The school has 54 places and 51 pupils on roll, 15 are day pupils and 36 have residential placements. Pupils are mainly from Staffordshire with 20 per cent of pupils from Stoke on Trent and occasional placements from out of county. Forty-six pupils are of white UK heritage, and very few pupils are from minority ethnic backgrounds. A high number of pupils (27) are eligible for free school meals. Many pupils have associated learning difficulties such as autistic spectrum disorders, moderate learning difficulties and reading difficulties as well as 14 per cent of pupils who are being treated for attention deficit and hyperactivity disorder. Fourteen per cent of pupils are in the care of their local authority. Attainment on entry to the school is well below national averages with 40 per cent of pupils performing at least two years behind their chronological age. One half of all pupils currently receive counselling or psychological help from their health authority. The school takes part in a national initiative, the Out of School Learning Project (OSL), where pupils from other schools and Cicely Haughton day pupils join in after-school activities with the residential pupils. Twenty-two pupils (43 per cent) have attended the school for one year or less which affects judgements regarding progress, achievement and school improvement. The school is oversubscribed.

HOW GOOD THE SCHOOL IS

Cicely Haughton is a very good school with many excellent features where pupils are helped to achieve well and make good progress in academic subjects and very good progress in their own personal development. This is achieved through some very good teaching of an imaginative and very high quality curriculum, supported by effective very caring residential provision and strong links with parents. Leadership and management are excellent and the school provides very good value for money.

What the school does well

- The quality of teaching is very good in the majority of lessons. This results in high levels of achievement and good progress for pupils in many subjects including English, mathematics, science, information and communication technology and personal and social development.
- The curriculum is very good overall with some excellent aspects. It provides very good opportunities for pupils to succeed in a wide range of subjects and activities in school and when they are resident. It is excellent in helping pupils develop social skills, behave well and move on to the next stage of their education.
- Very good care is taken to measure how well pupils are doing, and to make sure that work is suited to their needs. The school, including the residential side, also provides an excellent environment where pupils are happy and safe. Pupils are helped to make the best of themselves and learn to live with others in a mature, caring and co-operative community.
- The school has excellent links with parents and supports them well in working with the staff to help educate their child.
- School management by the governors, headteacher and senior staff is very effective and efficient leading to high expectations and standards. Leadership by the headteacher and key staff is excellent, resulting in a clear sense of direction, very good staff morale and continually improving performance and provision in all areas.

What could be improved

- There are no significant areas for improvement that constitute key issues.
- The most notable minor issue is the need to continue to upgrade parts of the accommodation. The school development plan has identified two key areas for refurbishment to improve the opportunities given to pupils. There are no specialist science and design and technology rooms and the dormitories and bathrooms in the residential area although adequate are old fashioned with basic facilities.

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 1997 and all the issues from that inspection have been addressed well, producing good overall improvement. School development planning now includes success criteria, costing implications and procedures for monitoring and evaluation. Art and design and information and communication technology have improved through specialist support and staff development. The school has also made good improvements in other areas including accommodation, residential activities, literacy, numeracy, behaviour management and the quality of teaching.

STANDARDS

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

Progress in:	by age 5	by age 11	by age 16	by age 19	Key	
Speaking and listening	N/A	A	N/A	N/A	very good	A
Reading	N/A	B	N/A	N/A	good	B
Writing	N/A	B	N/A	N/A	satisfactory	C
Mathematics	N/A	B	N/A	N/A	unsatisfactory	D
Personal, social and health education	N/A	A	N/A	N/A	poor	E
Other personal targets set at annual reviews or in IEPs*	N/A	A	N/A	N/A		

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

The school's targets for this year were to improve reading, listening skills, numeracy and pupils' general intelligence scores. All of these targets were met and exceeded with the exception of boosting all pupils' general intelligence which was achieved by 65 per cent of all pupils. This is a very good result. Pupils achieve well and make good progress in all subjects. A minority of pupils make very good progress in many subjects. In the core subjects of English, mathematics, science, and information and communication technology pupils achieve well, reaching good levels in their National Curriculum tests by the end of Year 6. Results in these tests have improved each year; the school performs very well compared to similar schools nationally, especially in English and science where almost 40 per cent of pupils reach the level expected for eleven-year-olds nationally and above. For the majority of pupils, most of whom have additional learning difficulties, the good gains they make within earlier National Curriculum levels are significant. Pupils make good progress in reading and some pupils have the confidence to learn to read for the first time. The progress made by pupils in personal, social and health education is very good with most pupils

becoming more mature and learning to remain calm when they feel upset. The very good progress that pupils make in speaking and listening skills supports their growing ability to discuss and resolve issues and help each other.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a very positive attitude to school. They are highly motivated to work hard in lessons, take a pride in their achievements and show respect for the staff and each other.
Behaviour, in and out of classrooms	The very good behaviour in lessons, around the school and during the evenings is a pleasure to see. Many pupils take care to be polite and helpful without being asked and this helps to make the school delightful to visit. During the few occasions when pupils show their negative feelings, they usually listen well to staff and are able to regain control quite quickly.
Personal development and relationships	Most pupils demonstrate very good improvements in their personal development and social skills. They become more confident to learn and relate to others, show increasing respect towards each other and staff and openly give and accept increasing trust and affection with those who care for them. Pupils enjoy taking responsibility.
Attendance	Attendance is very good and better than similar schools nationally.

TEACHING AND LEARNING

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

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

Teaching is very good overall. It is excellent in 18 per cent of lessons, very good in 36 per cent, good in 41 per cent and satisfactory in 5 per cent. Learning is often very good, but more usually good, because of the high numbers of pupils new to the school, who are still overcoming their lack of confidence and poor habits of attention. The quality of teaching in English is very good throughout the school and it is good in science and mathematics. Teaching is very strong in the way lessons are planned so that pupils of all abilities can learn at a level of challenge that suits them. Teachers usually set out the purpose of the lesson and then question well so that pupils can explain clearly what they understand. Teachers and learning support staff work very well as a team and always make sure that they act as models in their relationships and the values that they want the pupils to have. This means that the pupils gradually learn to behave and relate more maturely and with respect. A very few lessons lack challenge for the pupils who are quick to grasp the ideas and finish early and occasionally teachers fail to emphasise the basic skills of punctuation when pupils are writing. Where lessons are excellent teachers make learning fun and give pace and energy to imaginative 'workshops' and 'adventures'. The pupils then really enjoy their work and want to do well. In most lessons teachers take very good care to improve basic skills, for example they encourage pupils to listen carefully and share their ideas, read and spell key words and focus on the number work and graphs necessary in subjects like geography and science.

Teachers make good use of computers and other technology such as cameras and compact disc players and so extend pupils' skills in the use of new technology to help them learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is very good. Pupils experience the full National Curriculum, and are given the same high quality opportunities as their peers in the best mainstream schools. They have very good sporting opportunities, are able to use a wide range of after-school facilities including outward bound and theatrical events and are given every opportunity to return to a mainstream school when they are ready. Transition to the next stage of education is carefully managed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very good opportunities for pupils to develop their appreciation of the wonder in the world and how special other people can be. They are helped very well to understand right from wrong and to learn how to get on well with friends, family and people in formal situations. There is ample opportunity for pupils to learn about music, the arts and other cultures and to give them a good all round ability and sense of their place in the world.
How well the school cares for its pupils	The school, including the residential side, makes excellent provision to care for pupils. The work undertaken with parents and in health and safety and child protection, the physical care, the fresh uniforms and caring relationships are all excellent. Assessment and monitoring of pupil progress so that the work is right for each one of them and the help given, so that pupils can decide what they need to do next, is of the highest quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, his deputy and senior managers provide excellent leadership, giving a clear view of the educational purpose and direction of the school. They organise very effectively to ensure each aspect of the school is of high quality.
How well the appropriate authority fulfils its responsibilities	The work of the governing body is of the highest standards. They fulfil all statutory duties and take a valuable and active part in guiding the work of the school. They are fully aware of the school's strengths and areas for development.
The school's evaluation of its performance	This aspect is excellent. The school places a high priority on monitoring every aspect of the school's work and critically evaluating how effective they are. This is then used to keep improving and developing performance in all areas.

The strategic use of resources	The school's practice is excellent in ensuring efficient and effective use of resources. Spending is linked closely to priorities, best value is sought and results of decisions analysed in terms of impact. The necessary improvements in accommodation are underway.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Leadership and management of the school • The approachability of the school, links with parents and information given about pupils • The way the school helps pupils to mature • Extra-curricular activities • The quality of teaching • High expectations of pupils' work 	<ul style="list-style-type: none"> • The management of resident pupils' clothing • The use of items provided by parents for residents • The taxi service for some pupils

The inspection team largely agrees with the views of parents. The inspection supports the view that leadership and management are of a very high quality and that the school works closely with parents and carers and involves them well. The pupils are helped very well to become more mature. In addition the quality of extra-curricular activities is good, teaching is very good and pupils are expected to produce good work. The issue with clothing and items provided when pupils are resident is complex and is managed well. The school is searching for a more easily managed system. The quality of the taxi service is not the responsibility of the school, although the school remains vigilant to health and safety issues and has increased contact with the service.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is very good in the majority of lessons

1. The very high quality of teaching results in high levels of achievement and good progress for most pupils in many subjects including English, mathematics, science, information and communication technology, physical education, music and especially personal and social development.
2. The quality of teaching is one of the main strengths of the school. Lessons are a pleasure to watch, partly because the pupils show such obvious enthusiasm and are proud of how well they are doing. This high quality of teaching applies to children in all age groups. In 18 per cent of lessons teaching is excellent, in a further 36 per cent it is very good, in 41 per cent it is good and in 5 per cent it is satisfactory. The school has several teachers who specialise in one or more subjects which results in high quality subject delivery for pupils of all ages. This means that for the majority of their time all pupils experience very good teaching. A minority of pupils make very good progress in several subjects, but more usually the progress made in lessons is good. This difference between the quality of teaching and learning is largely because of the high numbers of pupils new to the school. In particular their behaviour difficulties, and frequent additional learning difficulties, mean that they are often afraid to try or cannot pay attention easily until they become more settled.
3. The quality of teaching in English is very good throughout the school and it is good in mathematics and science. There were too few lessons seen in other subjects to draw conclusions for each subject although physical education, music and information and communication technology are particularly strong. There are common elements which lead to the good and very good teaching. For example lessons are well planned and well structured and include different expectations for pupils at different levels of achievement. Because of this pupils feel confident to try and they can experience success, often for the first time. For example pupils in one lesson volunteered to write on the overhead projector. Teachers usually make the purpose of the lesson clear so that pupils know exactly what they have to do. A particularly strong point is the way teachers ask questions to help pupils to go over the main points as well as share their experiences. This questioning also encourages pupils to develop good speaking and listening skills. A confident pupil in one lesson explained quite clearly that an adjective 'describes a noun, something that you can see, hear, smell or touch'.
4. Teachers and learning support staff work very well as a team. The high quality of the individual and small group teaching by learning support staff as well as their high quality relationships with pupils contribute significantly to the good progress pupils make. In one of the younger groups the pupils showed great excitement in realising that they had grasped the value of some coins. A key feature of all lessons is the skilled and positive way all staff manage disturbed or difficult behaviour. This means that despite the nature of pupils' difficulties, lessons are rarely interrupted, learning continues and pupils begin to learn well, often for the first time. One outstanding feature of the school in general, but in lessons in particular, is the way staff act as role models for behaviour, relationships, attitudes, dress and the conduct that they want to teach pupils. Pupils copy this and generally are polite, respectful, helpful and smart.
5. In the few lessons where teaching is satisfactory, although strengths outweigh weaknesses, there are elements which could be improved. For example, occasionally lessons lack challenge for the pupils who are quick to grasp the ideas and finish early

because teachers have not planned enough activities. In some of these lessons teachers miss opportunities to encourage the use of full stops when pupils are writing. Where lessons are excellent they are often good fun. In one gymnastics lesson the 'Wizard' made his 'apprentices' roar with laughter as he explained how they could 'make their potions', while at the same time emphasising health and safety, and setting up a team game to improve co-ordination and control. In another a 'factory line' to make sandwiches was exciting for pupils who worked impressively as a team to complete the task as well as learning key vocabulary such as 'portion and quality control'.

6. In most lessons teachers take care to improve basic skills very well, especially speaking and listening and number work. However, the amount of writing required in lessons is often limited to short sentences which results in slower progress in writing than in reading for several pupils. The school has recognised this and is already increasing pupils' experience of extended writing across the curriculum. Teachers use computers well in many subjects and pupils can find information from the Internet, publish their work attractively and present information in graphs and charts.

The curriculum is very good. It provides opportunities for pupils to succeed in a wide range of subjects and activities in school and when they are resident. The curriculum to help pupils develop social skills, behave well and move on to the next stage of their education is excellent.

7. The curriculum provided is of a very high quality. The school promotes a clear vision which puts learning and experiencing success through education as its major focus. In order to achieve this, the full National Curriculum is taught to a standard which provides pupils with experiences equal to those that they would achieve in the best mainstream schools. Most subjects are taught by specialists and so the pupils experience high quality, well-planned subject delivery. However, all teachers teach English and mathematics to their own class and so get to know the pupils' key skills very well as well as becoming skilled in delivering literacy and numeracy in other subjects.
8. An example of the very good way the school ensures that the curriculum suits all pupils is the new nurture group, where the youngest pupils have their own suite of rooms and specially trained staff. This is in response to an analysis of the needs of this immature and vulnerable group who are working at a developmentally young level. The National Curriculum has therefore been linked to the Early Learning Goals and methods of working which reflect more closely the learning styles of the pupils. This project, linked to the development of other nurture groups in the local education authority, is still developing and is being closely monitored.
9. Homework is very well organised. Parents report that homework is always followed through and they are well supported; if pupils don't do their homework then they have to complete it the next day in school. A detailed homework policy based on the 'OFSTED study outcomes' with arrangements for parental involvement is discussed on admission and during review meetings.
10. In addition the residential provision means that good activities after school and in the evenings take place every day and are well organised. This is an important part of the work of the school as it offers a more relaxed way for pupils to extend their skills and improve their knowledge in areas of interest. The very good range of activities include trips to an inside adventure playground, football at a special centre, art, computer work, reading, indoor games, mountain biking, drama and a host of other visits and

sports. The after-school activities are not part of a systematic plan for developing pupils' interests and skills, and the school recognises that a more planned approach with clubs for music and cookery, for example, will bring additional benefits. Some activities are also part of the 'Out of School Learning' project. This gives pupils from other schools the opportunity to join with Cicely Haughton pupils and take part in the activities the school has to offer. It also provides links with the community for Cicely Haughton pupils.

11. The school offers a very comprehensive personal, social, citizenship and health education. This is taught formally once a week and in addition the teachers use 'Circle Time' to help pupils understand themselves and each other. This was not observed during the two days of inspection but the level of detail in the planning and the school's commitment to helping pupils understand themselves and their place in the world is excellent. The policy on 'Emotional and Social Development of Pupils' is focused on relationship building and there were many examples of teachers and care staff working closely with individuals during the week, helping them to relate better or find new ways of dealing with their feelings.
12. This is supported by the strong spiritual content of the work of the school. This includes reflection time during assemblies and inspiring singing by the choir who were the only special school to sing at the Birmingham Symphony Hall for a national school competition. The school also makes excellent and very effective provision for helping pupils understand what is right and what is not acceptable in the way they behave and the values they hold. This provision consists of the high quality role models presented by all school and residential staff as mentioned before; the consistent, positive approach to managing difficult behaviour and teaching good behaviour; and the thorough following through of all incidents to help pupils understand what has happened and what they should do. The considerate behaviour shown to each other, the care pupils take to look after the building and equipment and the responsible attitude of pupils is testament to this. The cultural and multicultural elements of the curriculum are also exciting and very well organised. One example of this is the resident artist who is helping to paint colourful murals on the walls of the school and playground. The pupils produce all the templates and fill in the outlines and the result is personal, attractive and lively. Another is the links with Tulsa in America via the Internet and the international relationships and study this has generated.
13. Another strong feature of the curriculum is the excellent commitment of the school to prepare pupils properly for the next stage of their education. The school understands how fragile future placements can be and so has set up a multi-level approach to supporting the transition. This includes careful work with parents and links with other schools. The result is that between 15 and 20 per cent of pupils return to mainstream schools at the end of Year 6 and sometimes before. This is a high figure when many pupils only spend one or two years in the school and it reflects the commitment of the school to effect lasting change in the pupils.

Very good care is taken to measure how well pupils are doing, and to make sure that work is suited to their needs. The school, including the residential side, also provides an excellent environment where pupils are happy and safe. Pupils are helped to make the best of themselves and learn to live with others in a mature, caring and co-operative community.

14. A key feature of the success of the school is the detailed way that the school monitors and analyses the work of the pupils. This enables the curriculum to be designed to suit them as well as enabling work in lessons to be matched to individual needs. This

Careful assessment includes analysis of pupils' responses to lessons such as music and 'Circle Time', enabling lesson strategies to match learning styles. There is good regular testing of basic skills such as spelling, reading and mathematics, and detailed records of skills and knowledge in every subject, which is linked to the National Curriculum level of achievement. This is evident in lessons because teachers understand the individual strengths of pupils very well.

15. A special system called the 'Boxall Profile' gives teachers and care staff highly detailed information about the behavioural and emotional development of each pupil, helping them to decide what individual support pupils need for the full 24 hours. This works very well as a link document between the school and residential side and the targets are devised and shared with the pupils. The residential targets show long-term aims and a weekly focus which staff discuss each day.
16. The school has a simple and effective way of setting individual objectives for pupils individual education plans where targets for each subject are written into the back of the subject work book. This enables teachers to work closely on their own subject targets and move pupils on as soon as the target is achieved. A personal education plan is currently being developed for children who are being looked after by the local authority as required.
17. Pupils are encouraged very well to take a full part in deciding their targets and analysing their own achievements as well as being given a role in organising how the school operates. This is supported by a school council; seeking pupils' contributions during annual reviews; records of achievements; personalised spaces in the residential setting; and detailed individual discussion in class and in the evenings. For this reason pupils show an increasing confidence to make decisions and take initiative. The mature way that pupils organise lunch and clear away as well as their confident questions to visitors are examples of how this is helping them develop.
18. A minor point for development is the way that records are collated, which currently does not give a clear overview of how much progress groups of pupils and individuals are making in the different subjects. The result of this can be seen most notably in the large discrepancies between teacher assessment and test results in the National Curriculum tests. Teachers tend to underestimate pupils' National Curriculum levels, although expectations in lessons are suitably high. The school recognises this and accepts that the current systems can easily be adapted and simplified to allow teachers to record how much progress pupils make each year in different subjects.
19. The care taken to help pupils' behaviour difficulties is also very good. There is a full range of policies including a detailed behaviour management programme, which includes awards, merits, individual behaviour support plans and counselling. The very good behaviour in lessons, around the school and in the more relaxed setting of the residential activities demonstrated how effective this is. At night-time when pupils go to bed there is complete quiet and the boys remain perfectly peaceful until it is time to get up. The behaviour difficulties that all of the pupils have are evident, but the system ensures that they do not disrupt learning, activities or represent a danger to others and they are very well contained and controlled. The kitchen and cleaning staff all know the boys well and provide a friendly, caring service with high quality food and a beautifully clean environment. It is this quality of service at all levels which demonstrates respect to the pupils and they clearly respect all staff in return and respond to them very well.
20. The school takes excellent care to comply fully with all health, safety and child protection procedures. There is, for example, an annual risk assessment with a governing body sub-committee, very good security, frequent fire drills, faultless

procedures for reporting incidents and hazards and nominated first aiders. Pupils have access to all the required facilities in the residential part of the school including child line. During a residential staff meeting care staff agreed a comprehensive document, which showed a commitment to make sure that every aspect of the provision met the highest standards. Staff quickly identified where improvements were needed and actions were taken immediately. For example the lack of snacks between meals was considered as an issue and a decision was taken to provide the boys with a biscuit box. Pupils decided that they need more homely and less educational activities sometimes in the evenings so this was organised with the purchase of a 'Play Station' and increased opportunities to be private, quietly read, rest in their rooms or just do nothing for a while.

21. Attendance is monitored closely and the home/school liaison co-ordinator as well as the educational welfare officer work with families to successfully keep pupils in school. This results in high attendance figures compared to similar schools and the unauthorised absence is limited to a very few pupils.
22. The result of this very high level of care is a happy, safe and purposeful group of pupils who are beginning to experience success and are learning to relate more maturely.

The school has excellent links with parents and supports them well in working with the staff to help educate their child.

23. The school's links with parents and carers is of the highest quality. The result of this was demonstrated clearly when 35 parents and carers attended the pre-inspection meeting, some travelling more than 30 miles. This is roughly six times the average attendance for similar schools. In addition 40 parents/carers forms were returned for 51 pupils. The school has a philosophy that working closely with parents and carers is the key to successful inclusion into the mainstream community in the future. The school wants to make sure that changes in pupils' behaviour, self-esteem, attitudes and achievements are supported at home through strong liaison and a shared understanding of events and issues. For this reason they have appointed a home/school liaison co-ordinator who provides a very good service limited only by the time available for the role. She has developed a home school journal, secured a home/school agreement with all families and visits pupils' homes to help resolve problems and issues and provide the communication necessary to ensure that both sides work in close harmony. The parents report that the school is very approachable and that they have even been given the headteacher's personal number at times of crisis to ensure that support is available when it is most needed. A taxi is provided when school events are on to help parents who find the journey difficult. All of this results in a continuity of care, which helps promote successful change in pupils and very good re-inclusion rates.
24. The liaison co-ordinator also supports parents in their links with the next school in their home locality and with the senior special school to which many of the pupils transfer. Parents are provided with information packs and maps of the new school and this has improved stability for pupils in their next placement.

School management by the governors, headteacher and senior staff is very effective and efficient leading to high expectations and standards. Leadership by the headteacher and key staff is excellent, resulting in a clear sense of direction, very good staff morale and continually improving performance and provision in all areas.

25. The quality of leadership is excellent, providing a strong sense of purpose, which is related to teaching and learning in their fullest sense. The headteacher is fully involved with the work of the school but believes that delegation is the key to effective organisation. To achieve this he ensures that all staff have responsibilities, which he takes care to monitor, providing support and training where it is needed. This has created a sense of ownership and purpose for all staff. The headteacher is very ably supported by his deputy who is responsible for the very successful curriculum and assessment procedures amongst other duties. The headteacher regularly takes evening and residential duties and is fully conversant with the running of the residential side of the school. All staff and external agencies speak very highly of management and their satisfaction with the way the school is run.
26. This very high quality of management is seen in the work of all senior staff including the head of care and the senior residential social worker. The most notable feature is the culture of open discussion and reflection. Staff are happy to develop their own teaching practice in response to the observations of others. For this reason the performance management systems are very effective and the high standards seen are the result. Analysis of performance, detailed assessment, recording and feedback is important to all staff and they enjoy the purposeful and successful atmosphere this brings. This is remarkable in a school where all pupils have experienced serious behaviour difficulties in their previous schools, where large numbers of them are recent admissions and where most have additional learning difficulties.
27. The governors also work very well, visiting all areas of the school regularly, either during the day or in the evening. They keep up-to-date with initiatives, understand the strengths and weaknesses and guide and support the management team in doing their job effectively.
28. The excellent financial management, which complies very well with all requirements, is another strong feature. The school has a low income per pupil for a residential school. The building is Elizabethan and very large, with extensive grounds and the ceilings are high. This results in large costs for maintenance and heating. However most of the building is beautifully refurbished because the current site manager does much of the work himself. The very good displays of pupils' work enrich the environment and add to the sense of achievement in the school. Staffing is very good and the quantity and quality of resources, including a new library, are also good. Spending is linked closely to the school development plan and is very efficient.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. There are no significant areas for improvement. The few minor areas that could be improved are described in the body of the report above under 'What the school does well'.
30. The most notable minor issue is the need to continue to upgrade parts of the accommodation. The school development plan has identified two key areas for refurbishment to improve the opportunities given to pupils. There are no specialist science or design and technology rooms although work has begun to build these. Both

subjects are taught well and the improvements will serve to enhance further the range of activities and quality of specialised teaching already offered.

31. The dormitories and bathroom areas are old fashioned and have basic facilities. However they are perfectly adequate, spacious, clean and function well and have recently been painted. The pupils have private areas, which are personalised with posters and soft toys. The gradual modernisation planned will make these areas more attractive and homely.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	36	41	5	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	51
Number of full-time pupils known to be eligible for free school meals	27

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	9
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	7.03

Unauthorised absence

	%
School data	0.44

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	0	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	3	6
	Girls	0	0	0
	Total	6	3	6
Percentage of pupils at NC level 4 or above	School	39 (17)	20 (6)	39 (6)
	National	N/A	N/A	N/A

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	0	0
	Girls	0	0	0
	Total	2	0	0
Percentage of pupils at NC level 4 or above	School	12 (0)	0 (0)	0 (0)
	National	N/A	N/A	N/A

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	48
Any other minority ethnic group	2

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	9	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: Y1 – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	5.3
Average class size	8.5

FTE means full-time equivalent.

Education support staff: Y1 – Y6

Total number of education support staff	13
Total aggregate hours worked per week	478.5

Financial information

Financial year	1999-2000
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	£
Total income	747,860
Total expenditure	768,689
Expenditure per pupil	17,081
Balance brought forward from previous year	48,460
Balance carried forward to next year	28,424

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	51
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	5	0	0
My child is making good progress in school.	73	20	5	0	2
Behaviour in the school is good.	46	34	15	0	5
My child gets the right amount of work to do at home.	63	24	2	2	7
The teaching is good.	88	10	2	0	0
I am kept well informed about how my child is getting on.	76	17	5	0	2
I would feel comfortable about approaching the school with questions or a problem.	93	5	2	0	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	83	15	2	0	0
The school is well led and managed.	90	5	2	0	2
The school is helping my child become mature and responsible.	88	10	0	2	0
The school provides an interesting range of activities outside lessons.	93	7	0	0	0