

ERRATUM

Page 7 In the box headed **What parents would like to see improved**, the second bullet point should read “Disappointment at loss of Post 16 provision – would like it back.”

Page 17 In the table **Attainment at the end of Key Stage 4**, the Percentage of pupils achieving the standard specified should read:

School	0	36	73
National (other EBD)	0	8.5	45.8
		(1998 PANDA)	(1998 PANDA)

Page 18 In the table **Education support staff: Y7 – Y11:**

The total number of education support staff should read 10.

Page 19 Please substitute the following:

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	61
Number of questionnaires returned	11

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	27	45	9	18	0
My child is making good progress in school.	45	36	9	9	0
Behaviour in the school is good.	9	45	18	9	18
My child gets the right amount of work to do at home.	27	36	27	0	9
The teaching is good.	64	18	0	9	9
I am kept well informed about how my child is getting on.	27	36	27	9	0
I would feel comfortable about approaching the school with questions or a problem.	55	18	18	9	0
The school expects my child to work hard and achieve his or her best.	20	40	10	10	20
The school works closely with parents.	64	9	0	18	9

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

18	55	0	18	9
45	0	9	18	27
0	50	0	0	50

Summary of parents' and carers' responses

There are more positive than negative comments. However, this questionnaire shows that some parents have concerns about their child not liking school, behaviour in school, the values the school promotes, homework, progress pupils make and the school's approach to complaints by parents.

INSPECTION REPORT

WENDOVER HOUSE SCHOOL

Wendover

LEA area: Buckinghamshire

Unique reference number: 110590

Headteacher: Mr Nigel Morris (Acting)

Reporting inspector: Ian Naylor
20906

Dates of inspection: 27th - 28th September 2000

Inspection number: 223694

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community Special
School category:	Special (Residential)
Age range of pupils:	11 - 16
Gender of pupils:	Male
School address:	Church Lane Wendover Bucks
Postcode:	HP22 6NL
Telephone number:	01296 622157
Fax number:	01296 622628
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A. C. Owen (Acting)
Date of previous inspection:	October 1995

INFORMATION ABOUT THE INSPECTION TEAM

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wendover House is a residential Community Special School, maintained by Buckinghamshire Local Education Authority (LEA), for boys with emotional and behavioural difficulties. There are 54 pupils aged between 11 and 16. Recent change of policy by the local authority has meant that this is the first term in which Year 7 pupils have been admitted. Fifty per cent of pupils admitted will be day pupils and the remainder will be weekly boarders (Monday to Friday). A further change is that there is no longer provision at the school for post 16 pupils.

A building programme to increase and update boarding facilities so that they meet health and safety requirements has overrun its completion date. This has meant that during the past year, boarding has not been available to Year 11 pupils. A new teaching block has not been completed on schedule, and at the time of the inspection was not available as part of the school provision. Consequently the school management has had to introduce part-time attendance for pupils. Years 7, 8 and 9 attending on Wednesday, Thursdays, and Fridays; Year 10 on Mondays and Tuesdays; Year 11 are on a three week Work Experience placement. These arrangements are temporary, subject to the building project completion.

About 15 months ago there was a major Child Protection Investigation. Many child care procedures at the school were heavily criticised although none of the allegations were substantiated. A subsequent Local Education Authority joint Education / Social Services Inspection made wide ranging recommendations about the curriculum, care and management of the school.

The headteacher is currently on extended sick-leave. The deputy headteacher is acting headteacher and several senior posts are temporary.

HOW GOOD THE SCHOOL IS

The high level of achievement by pupils, particularly at the end of Key Stage 4 has been sustained. Teaching has also been maintained at a good quality. However, the overall effectiveness of the school is currently severely impaired by the fact that pupils are attending on a part time basis, and no boarding facilities are available. This is unsatisfactory. Since the operational costs of the school remain the same even though pupils are not in school, the school is providing unsatisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Teaching is good and its main strengths lie in the management and control of behaviour and in the preparation of a range of activities that will motivate, challenge pupils' interest and ability, and enhance their learning.
- Achievement is good and by the time pupils leave school they have improved significantly in their academic abilities and also gained valuable experience in vocational education.
- Attitudes and behaviour are good most of the time and this allows the teaching and learning environment to be sustained well.
- The care offered to pupils is good overall with very good features such as the provision for Child Protection.

WHAT COULD BE IMPROVED

- Leadership and management are currently supported by temporary appointments and the longer term future of the school is not established.
- IEPs are not in place for all pupils. Academic assessment and Annual Reports have weaknesses.
- Relationships with parents and the educational partnership are relative weaknesses.
- Provision, accommodation and boarding arrangements are currently disrupted.

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 last inspection of the school was in November 1995. An Action Plan satisfactorily addressed many of the issues arising from that inspection. Standards of achievement by pupils and the quality of teaching have both been sustained. Good progress has been made on making improvements to the curriculum, child care and the general environment of the school. Inspectors feel that, given the particular current circumstances of the school, it is inappropriate to make judgements based on direct comparisons: the school has changed in character substantially and is has been severely affected by a building programme and the aftermath of the inquiry.

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 16	Key	
speaking and listening	B	<i>very good</i>	A
reading	B	<i>good</i>	B
writing	B	<i>satisfactory</i>	C
mathematics	B	<i>unsatisfactory</i>	D
personal, social and health education	C	<i>poor</i>	E
other personal targets set at annual reviews or in IEPs*	D		

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

In the lessons seen at Key Stage 3 and in the analysis of pupils work at Key Stages 3 and 4, there is good progress in English, mathematics, science and information and communications technology. Most pupils achieve very well in their Standard Attainment Tests (SATs) and at General Certificate of Secondary Education (GCSEs), particularly when compared to their very low attainments on joining the school. Most are entered for five GCSEs, and all are entered for at least one. This situation has not changed since the last inspection and is indicative of sustained high quality teaching over the years. Pupils make particularly good progress in mathematics and information and communications technology by age 14. Governors and staff have set whole school targets at realistic levels for 2000/2001. They took into account the issues and difficulties pupils had to face during the past year. This clearly influenced performance at GCSE with the percentage of pupils attaining five or more A* to G grades halved from the previous year. However, when compared with other similar EBD schools (PANDA 2000 figures) the results obtained are still favourable, as are those for pupils attaining one or more GCSEs A* to G grades. Although some general, mainly behavioural targets are set at Annual Review, IEPs have only just been introduced in the school and are not yet available for all pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy school and show enthusiasm for their lessons.
Behaviour, in and out of classrooms	Good. Pupils generally conduct themselves in a polite and courteous manner, follow school rules and are respectful to adults.
Personal development and relationships	Satisfactory. A wide range of sporting, leisure and social events successfully promote pupils' skills of social and personal development. Pupil-staff relationships are strong. However, high levels of emotional conflict mar generally satisfactory relationships between pupils themselves.
Attendance	Satisfactory. There has been reduced rate of unauthorised attendance over the past year. Historically, attendance figures are slightly better than those of other similar schools. Punctuality at the start of the day is sometimes unsatisfactory, but this is often due to late transport.

TEACHING AND LEARNING

Teaching of pupils:	aged 11-16
Lessons seen overall	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.

Teaching was seen only in Years 7, 8 and 9. Of this, 81 per cent was good or better. Overall, 26 per cent was very good, 55 per cent good, 15 per cent satisfactory and 4 per cent, unsatisfactory. Teaching was good in English, mathematics, science, information and communications technology and in all the other subjects except art, where it was satisfactory. Religious education was not observed. The main strength of teaching is the management and control of behaviour, and the preparation of a range of activities that will motivate and challenge pupils' interest and ability. There is a weakness amongst newer members of staff in management and control of behaviour. Reading is taught well with daily opportunities for each pupil to read in class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has been improved so that it now satisfactorily meets requirements. There is a strong and very successful tradition of giving pupils access to national accreditation. There is a new and appropriate emphasis on a broader curriculum, with vocationally based courses at Key Stage 4. The length of the school day has been increased.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for moral and social development is good. That for spiritual is satisfactory. The school day now starts with a collective act of worship. Cultural development is currently unsatisfactory.
How well the school cares for its pupils	Good overall with very good features such as the provision for Child Protection. All procedures are underpinned by very good policies and there is excellent statistical analysis undertaken by staff so that trends can be analysed. There are clear guidelines which seek to minimise the use of restraint. Recording of incidents is very detailed. Procedures and school policy for health and safety are good, with regular assessments. Very good residential care routines are now in place. However, a weakness is that there have been no boarding opportunities for Year 11 pupils for fifteen months.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The acting headteacher has the full confidence of staff and governors and has taken on the mantle of leading the school through very difficult times. He has done so very skilfully, holding together the school and encouraging staff morale through a very difficult period. He has directed staff well, encouraging them to sustain a high quality of teaching. At the same time, he has successfully addressed with them a range of improvements. The acting deputy headteachers and other senior staff have worked diligently to secure developments and to promote pupils' welfare and progress. Teamwork is well established between teachers, learning support assistants and care staff. There is a sound School Improvement Plan that is the result of close consultation between staff and with governors. It has a detailed programme for addressing improvements over the year, but only outline projections for the next two years. There is a weakness in the temporary nature of senior appointments and a lack of rigour in monitoring and evaluating teaching.
How well the appropriate authority fulfils its responsibilities	The governing body has good procedures and organisation. It meets regularly and has appropriate sub-committees with terms of reference for finance, personnel and the curriculum. All statutory duties are met. It has some formal and informal methods for evaluating the strengths and weaknesses of the school and has worked very closely with the acting headteacher and staff to secure necessary changes to the curriculum, child protection procedures, and the general welfare of pupils.
The school's evaluation of its performance	The school has a range of ways in which to assess its performance. The senior management team holds regular staff meetings. The chair of governors participates in some of these. Suitable targets have been set for the academic performance of pupils. A weakness is the absence of formal monitoring of teaching and learning.
The strategic use of resources	There is an efficient school office. The school bursar administers the school budget effectively. The acting headteacher, chair of governors and bursar have established good procedures for ensuring prudent financial management. Good use is made of specific grants and there are satisfactory measures to promote best value in the organisation and purchase of resources and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Good academic achievements of pupils.• Definite improvement in behaviour and attitude when pupils join the school and this is sustained.	<ul style="list-style-type: none">• Completed restoration to residential provision so that facilities are available for all who want it.• Disappointment at loss of Post 16 provision would like it back.• Restoration of full time schooling.• A significant minority wish to see better behaviour, homework, and approach to complaints.

Inspectors agree with most of the above views of parents, with the exception of Post 16 provision about which they can have no judgement, as it was not an element of provision at the time of inspection. Approaches to behaviour, homework and parental complaints could be better explained to parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is good and its main strengths lie in the management and control of behaviour and in the preparation of a range of activities that will motivate, challenge pupils' interest and ability, and enhance their learning.

1. Teaching was seen only in Years 7, 8 and 9. Of the 27 lessons seen, the quality of teaching was very good in seven, good in 15 and satisfactory. One lesson was unsatisfactory. Teaching was good in English, mathematics, science and information and communications technology and across all the other subjects except art which was satisfactory. Religious education lessons were not observed.

2. The main strength of teaching lies in the management and control of behaviour. Amongst more experienced teachers this is generally of a high standard and frequently very good. This control comes from a good understanding and detailed knowledge of pupils' learning needs, and very good relationships with pupils that are built on mutual trust. Good behaviour is also reinforced by the good use of the school's rewards and sanctions system and good use by most teachers of praise and encouragement. Most teaching demonstrates good and often very good subject knowledge. A main key to successful teaching is the careful preparation of a range of activities that will motivate and challenge pupils' interest and which are matched to their ability. Above all else, the best teaching promotes pupils' self esteem and seeks to reinforce achievement and learning. All teachers have received training in the Team Teach method (an approach that is aimed at reducing confrontation and aggressive behaviour of pupils) and use this well, when necessary, to manage the very difficult and often challenging behaviour of pupils.

3. In two very good English lessons on poetry, the teacher introduced the use of simile, established a calm purposeful atmosphere with good relationships, and worked to promote and encourage pupils to understand their strengths. There was the expectation that pupils would succeed and conform to acceptable classroom routines. The purpose of the lessons was well explained to pupils, with a clear idea given of what pupils needed to achieve by the end of each lesson. Very good preparation of relevant activities, such as a question and answer session, gave a good dialogue between pupil and teacher, involved all pupils and enabled the teacher to check their understanding. Very good attention was paid to the timing of the lesson, with the pupils themselves given the opportunity to check the time they spent on different parts of the lesson. The result was both good learning and understanding by pupils of the use of simile in poetry.

4. In mathematics a very good lesson on patterns was successful because it was well planned, and the teacher had established very good relationships with the pupils. Encouraged to think and to show initiative, pupils were captivated by the sheer enthusiasm of the teacher and became engrossed in the lesson which was conducted at a lively pace. Pupils knew what they had to do and why. The last part of the lesson was used to check pupils' understanding and revealed that they had learnt what they were supposed to learn. The teacher used pupil self-assessment to hold interest and even managed to re-engage one distractable pupil. In another very good lesson on 'place value', the teacher concentrated on the weaker pupils whilst the learning support assistant helped the others.

The teacher's good subject knowledge and very good knowledge of pupils' abilities and needs ensured that each pupil was made to feel secure and involved at their own level of performance with work that was sufficiently challenging and interesting to hold their interest and enthusiasm.

5. In science, one very good lesson and several good lessons were seen in which the teacher skilfully adapted teaching methods to compensate for the lack of proper science room facilities. Pupils' interest was held by good pupil management

6. In the majority of lessons, learning is good and is helped by the features of good teaching described above. Pupils understand what they have to do to achieve and to succeed. They listen to instructions well and carry them out. In particular they understand the link between their behaviour and the reward and sanction system, can modify their behaviour to make it more appropriate to given situations and thus earn rewards. Most pupils can concentrate for extended periods, although this is often variable.

7. There is a weakness amongst some newer teachers in management and control of behaviour. This is mainly because relationships are less well established, and teachers are less confident in their knowledge of pupils' abilities. It is significant that good teamwork with learning support assistants, and the system that the school has built up of delegating specific duties and responsibilities to them, gives great support to teachers. Many of the learning support assistants are very experienced in behaviour management and use this to good effect in lessons.

8. Reading is taught well, with daily opportunities for each pupil to read in class. Good records are kept and there is a wide choice of relevant books. There was little evidence in teachers' planning for the regular use of homework to support learning, although this is meant to be school policy. Similarly there was scant evidence of the use of information and communications technology to support other subjects. Continuity in assessment of pupils' achievement and specific planning to meet pupils individual needs is severely weakened by the lack of IEPs, although these are being introduced this term.

9. Teachers make a surprisingly high level of commitment to their roles. This is despite the difficulties over the past year; the current unsatisfactory situation with regard to provision; having to face a constantly changing scenario of when they might expect to have classrooms and specialist facilities available to them; also the introduction of Year 7 pupils. They have made every effort to continue to provide good teaching to pupils within as stable a learning environment as is possible in these dire circumstances.

Achievement is good and by the time pupils leave school they have improved significantly in their academic abilities and also gained valuable experience in vocational education.

10. The emotional, behavioural and learning difficulties of the pupils for whom the school caters make it inappropriate to judge attainments against age related national expectations. Judgements are therefore made in relation to their achievement, progress and capabilities. In addition, comparison between years has very little relevance because of the difference in individual needs and cohorts.

11. In the previous inspection it was reported that 50 per cent of pupils achieved five GCSE at grades A*-G. The current situation is that most pupils achieve very well in their SATs and at GCSE, particularly when compared to their very low attainments on joining the school. Most pupils are entered for five GCSEs, and all are entered for at least one. Over 57 per cent of pupils gain five GCSE passes A*-G. Thus the relative situation has not changed since the last inspection and is indicative of sustained high quality of teaching over the years. Last year there was a dip in the number of pupils gaining 5 or more A* - G grades, but it is reasonable to attribute this to the unsettled year experienced by pupils and staff. However the level of grades gained still remains significantly higher than for other similar special schools.

12. In the lessons seen at Key Stage 3, achievement overall was good. From the analysis of pupils' work, teachers' records and examination results, achievement is judged to be good at Key Stage 4. Pupils make particularly good progress in mathematics and information and communications technology by age 14. Year 11 pupils compile a National Record of Achievement that demonstrates a wide range of achievements gained during the last two years of school. Most pupils take a GNVQ course in Business Foundation Studies with over half of them achieving consistent passes in units of study and several gaining merits.

13. Pupils achieve very well in their work experience placements. All 12, Year 11 pupils were on two to three week placements during the inspection. These placements are varied and organised to be as near to the pupil's home as practicable. They include supermarkets, clothing and other retailers, a sports shop, printing works, auto-repair garages, and an Inland Revenue office. One pupil, with a placement in a printing works, was visited by one of the school staff as part of the school's routine supervision of these placements. He was accompanied by an inspector. The pupil was very relaxed, clearly enjoying the work and mixing well with the other men at the workshop. He was carefully following instructions and well aware of safety procedures in the work place. He was successfully operating a card-cutting machine under close supervision. He was turning up on time for work each day, was enthusiastic and able to discuss, with the teacher from school, the jobs that he was asked to do. The employer spoke very highly of the pupil's ability to meet the skills needed to do the work, his industry and his keenness to learn. His behaviour was excellent. Each pupil has to record his progress on placement in his own record book. Later, at school, he follows this by producing written English work connected with self-appraisal of his own achievements and description of the tasks he had to perform. These records are of a good quality and count towards accreditation under the GNVQ scheme.

14. The work placements are meticulously organised and very well supervised by school staff, in particular by an acting deputy headteacher who liaises with the several education business partnerships to secure work experience placements suitable to the abilities of the pupils.

Attitudes and behaviour are good most of the time and this allows the teaching and learning environment to be sustained well.

15. Attitudes to school are generally good and most pupils enjoy coming to school. They are generally keen to learn, interested, keep on-task and participate well in lessons and assembly.

16. Most of the time pupils exhibit good behaviour which allows the teaching and learning environment to be sustained well. Lunchtime behaviour allows a pleasant atmosphere. Generally, pupils are polite and courteous to adults and welcoming to visitors to school. Pupils are very often compliant and enjoy periods of calmness and quiet, for example, when engaged in reading during ERIC sessions (Everyone Reading in Class). However, there is a high incidence of challenging behaviour which need staff intervention of varying intensity. Usually pupils respond well to such interventions, the situation is resolved and order is restored with the pupil returning to his work.

17. During lessons observed there were few incidents of poor or challenging behaviour. Some pupils can change in their behaviour from one lesson to the next, particularly when they know that the teacher is new and does not know them very well. On several occasions, pupils became uncooperative and disruptive, with generally immature and silly behaviour. This type of behaviour is quickly quelled by more experienced staff who know how to motivate and to adjust to pupils' moods and individual needs. The school has needed to use exclusions as a device to gain control, when faced with extreme behaviour from pupils. However, although there have been 41 fixed-period exclusions, levels of exclusions overall, are below those for other, similar, EBD schools.

18. Parents comment that the behaviour of their child improves dramatically after starting at the school and that this continues so that they are able to cope with adult life more easily when they leave at sixteen.

The care offered to pupils is good overall with very good features such as the provision for Child Protection.

19. The care offered to pupils is good overall with very good features. Staff have very good knowledge of all pupils' emotional and learning difficulties. There are regular meetings between teachers and child care staff to exchange information about pupils' progress and to address ways of resolving difficulties. There are very good policies and procedures now in place which are closely followed by all staff. All staff have received training to use the Team Teach method for reducing incidents of confrontation. New staff to the school are not allowed to supervise pupils independently until they have had this training. There are carefully set out guidelines that are appropriate and seek to minimise the use of restraint. All incidents are recorded by staff in a very detailed and well administered system and these reports are closely scrutinised by senior staff who take appropriate action where necessary. Staff undertake excellent statistical analysis of pupils' behaviour and responses, and analyse trends so that the best support can be offered to pupils.

20. Procedures and school policy for health and safety are good, with regular assessments undertaken by senior managers and school governors. Systems for promoting general pupil welfare are satisfactory. Historically, the school has not sought close support from external agencies such as social services and educational psychology services. This is changing. There is now an attached

social worker from social services who plays a key part in all care systems and who works closely alongside care staff and senior managers. This has helped to revitalise staff morale following the traumas of the past year.

21. Inspectors were not able to see any pupils in their boarding environment due to refurbishment of the accommodation. Judgements, therefore, are made on the basis both of discussions with key staff and scrutiny of school documentation. These indicate that very good residential care routines are now in place. Behaviour plans are detailed, follow a good format and are closely linked to pupils' annual reviews, which are attended by care staff. Care staff keep teachers aware of what happens during the evenings through good 'hand-over' meetings each day. There are good rules and routines established so that pupils know what is expected of them. There are good procedures for reducing the rate of absconding by pupils. These are having a good effect. There are good relationships with the local police and, currently, there is a member of the police on a link placement at the school, in order to further extended the rapport that the police force and the school enjoy. Pupils have appropriate access to telephones and to the Child Helpline. There are good induction procedures for new pupils. Good procedures and a lot of preventative work by staff is reducing the incidence of bullying between pupils.

22. Although many improvements have been made since the joint local authority inspection earlier in the year, there are still some weaknesses. IEPs are not yet a full part of reporting and assessment procedures. There have been no boarding opportunities for Year 11 for fifteen months. There is no school nurse, although all boarding pupils are assigned to a local general practitioner.

WHAT COULD BE IMPROVED

Leadership and management is currently supported by temporary appointments and the longer term future of the school is not established.

23. Whilst a great deal has been accomplished by the acting headteacher and senior staff there remain a number of areas of weakness that require urgent attention and are weaknesses. The first is the temporary nature of the posts for several members of the senior management team, including that of the acting headteacher. These posts have now been on a temporary basis for over twelve months. This gives an inherent weakness in the leadership and direction of the school. Until the question of the extended absence of the substantive headteacher is resolved, by governors working in conjunction with the Local Education Authority, this situation will continue and the school cannot effectively have a longer term strategy.

24. There is no formal monitoring of teaching and learning with no systematic attempt made to observe and evaluate lessons, by the acting headteacher or senior managers. The school has no policy on this. Through regular staff and team meetings, there is informal monitoring of teachers' curriculum planning, and of their plans to deal with the emotional and behavioural needs of pupils. Whilst offering support to staff these meetings are not yet extended into looking closely at classroom practice. There are strategies outlined

in the School Improvement Plan to address this area of development. No plans have yet been formalised for the governors and school to embrace the principles of performance management and national deadlines for completion of the school's policy on performance management. The setting of targets for the performance of the headteacher is looming.

25. It is difficult for the acting headteacher to pursue the overall strategic role of the school with the Local Education Authority in his present non-substantive position. He has recently made many representations to the Local Education Authority officers regarding the changing nature of the type of admissions to the school, but with little success. There appears to be no agreed view for the future direction of the school between the acting headteacher, governors and the Local Education Authority. An example of this is seen in the recent refurbishment of the residential accommodation which, now that the Local Education Authority has changed the admissions criteria to allow an equal number of boarders to day pupils, will have places for many more boarders than the Local Education Authority intends to use. There will be beds lying empty, which is not the most efficient use of resources. This is not a satisfactory situation for the overall control and direction of the school to be in. The headteacher, together with governors, needs to be able project both the financial and the curriculum direction of the school within a framework, agreed with the Local Education Authority, in order to make the most efficient and effective use of funds, accommodation and staffing. This is not strategically possible at the present time.

Individual education plans are not in place for all pupils. Academic assessment and Annual Reports have weaknesses.

26. The school does not yet meet national recommendations, or the requirements as set out in pupils' individual statements of special educational needs for every pupil to have an individual education plan, (IEP). The School Improvement Plan (SIP) sets out a timetable for the introduction of IEPs. A whole school approach, policy and procedures have been completed. These are due to be endorsed by governors at their next meeting. Staff training has included sessions designed to ensure that teachers and learning support assistants are aware of what is required. Senior managers and teachers have recently been working assiduously to introduce IEPs and, for some pupils, draft IEPs are now in place. A great deal more work is required to bring these to a satisfactory standard. They contain targets for each pupil that are agreed by staff for learning, social development and behaviour. However, as yet these targets have not been refined sufficiently to give precise direction to teaching. They frequently use the phrase, 'to improve', without giving the detail of what should be improved and how this should be approached. A success criterion in the SIP for implementation of IEPs is that pupils and parents should be involved in setting targets. There is no evidence, as yet, that this has happened. Links to care plans are still tenuous and could be much better integrated. The senior management has set a target for the introduction of IEPs to all pupils for October half-term 2000. This is unlikely now to be met due to the extenuating circumstances surrounding part-time schooling. So, although much has been done to secure the introduction of IEPs across the school, developments are still at an early stage with further work required to secure good practice.

27. The consequence of the absence of IEPs is that there is no regular and systematic formal assessment of pupils' achievement and progress in a way that helps to build on their strengths and address their weaknesses. In particular there is very little evidence in Annual Review Reports of the identification or continuous support given to pupils with specific learning needs. Annual Reviews are

organised systematically and involve parents, pupils and external agencies appropriately. The reporting in Annual Reviews and Annual Reports is comprehensive in its description of what pupils have experienced in many subjects and about pupils' behavioural and social development but lacking in detail about pupils' achievement and progress against national expectations.

Relationships with parents and the educational partnership are a relative weakness

28. Parents have a generally satisfactory view of the school. Those parents who spoke to inspectors at the parents, meeting and those contacted by 'phone had positive things to say about the school. Most parents who completed the parents, questionnaire were positive about most aspects of the school. There was, however, a significant minority with concerns about their child not liking school, behaviour in school, the values the school promotes, homework, progress pupils make and the school's approach to complaints by parents. The school accepts that it has a lot to do to promote better involvement of parents and has included some action in its SIP. For example, there is now a home school agreement policy that is implemented when pupils are admitted to the school.

29. There are difficulties created by the distance that most parents live from the school, and this makes regular contact and visits to the school problematical for many. The school staff do make some home visits but the school recognises that these should be increased. Parents are very concerned about the current situation regarding part-time schooling and the lack of boarding facilities. Some have obviously been concerned about the adverse press reports on the school and worry about the school's approach to things like bullying and use of restraint. The school has not done enough to reassure parents. The school needs to increase its level of communication with parents, for example, by completing the review of its prospectus which currently gives little encouragement or idea of how parents can become involved in the life of the school.

Provision, accommodation and boarding arrangements are currently disrupted.

30. The current provision at the school is unsatisfactory. A new classroom block is being built and should have been ready for occupation by the school in September 2000 at the latest. At the time of the inspection it was not available. Furthermore, the temporary classrooms that the Local Authority has put on site as an interim measure were not completed or in use by pupils either. Refurbishment to the residential accommodation has also not been completed in time for the start of the Autumn term. The result has been chaos for the pupils, staff and parents. Pupils are denied schooling on several days of the week. No boarding pupils have access to boarding facilities, so must attend as day pupils.

31. Staff have been presented with insurmountable difficulties. Many teachers have to use cramped classrooms without the benefit of specialist facilities such as those for science, art, music, and food technology. The acting headteacher, together with governors, has made repeated representations to those officers Local Education Authority who are responsible for the building project and work. They have had little success and there is little more that they

can do other than to continue with the temporary arrangements for part time schooling, and use of existing classrooms, that have been in place since the beginning of the term. Parents, staff, governors and pupils are all quite understandably distressed by the situation and hope for the speediest resolution. One pupil spoke out in an assembly when the headteacher asked for pupils' views on the building work, 'They should have closed the whole school to get the work done', he said, capturing precisely the sentiments of both pupils and staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. The following items should be included in the school's action plan for improvement:

- Implement formal procedures for the monitoring and evaluation of teaching and learning through the introduction of the national initiative on performance management.
- The governing body in conjunction with the Local Education Authority should make plans to secure the status quo and make permanent appointments to give stability to the school, and should continue to work towards an agreed position on admission procedures and the future direction of the school.
- Carry through plans to introduce, as soon as possible, IEPs for all pupils that include specific, realistic, measurable targets that are linked over time to Annual Reviews. These should have carefully balanced reports of what each pupil has achieved, and what he should achieve next.
- Introduce a more pro-active role for parents by increasing the level of information and communication with parents, and providing them with more opportunities to come to the school, so that they feel more involved and supported in their son's education.
- The acting headteacher together with governors must maintain pressure on the Local Education Authority to complete their obligations under the building project, so that the earliest possible return to full-time schooling and boarding facilities is achieved.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	80

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	55	15	4	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	54
Number of full-time pupils eligible for free school meals	9

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	0

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.2	School data	10.7

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 4

Number of 15 year olds on roll in January of the latest reporting year	Year	Boys	Girls	Total
	2000	11	0	11

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard Specified	Boys	0	4	8
	Total	0	4	8
Percentage of pupils achieving the standard specified	School	0	36	7 2
	National (other EBD)	0	8.5 (1998 Panda)	45.8 (1998 Panda)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	50
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	8	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	33	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	3.6
Average class size	7

FTE means full-time equivalent.

Education support staff: Y 7 – Y 11

Total number of education support staff	12
Total aggregate hours worked per week	283

Financial information

Financial year	1999/2000
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	£
Total income	993547.00
Total expenditure	1006141.00
Expenditure per pupil	16495.00
Balance brought forward from previous year	39036.00
Balance carried forward to next year	26442.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	61
Number of questionnaires returned	11

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	27	46	9	18	0
My child is making good progress in school.	46	36	9	9	0
Behaviour in the school is good.	9	46	18	9	18
My child gets the right amount of work to do at home.	27	37	27	0	9
The teaching is good.	64	18	0	9	9
I am kept well informed about how my child is getting on.	27	37	27	9	0
I would feel comfortable about approaching the school with questions or a problem.	55	18	18	9	0
The school expects my child to work hard and achieve his or her best.	20	40	10	10	20
The school works closely with parents.	64	9	0	18	9
The school is well led and managed.	18	55	0	18	9
The school is helping my child become mature and responsible.	46&&	0	9	18	27
The school provides an interesting range of activities outside lessons.	0	50	0	0	50

Summary of parents' and carers' responses

This questionnaire shows a significant minority of parents with concerns about their child not liking school, behaviour in school, the values the school promotes, homework, progress pupils make and the school's approach to complaints by parents.