

# INSPECTION REPORT

## **OAKLANDS SCHOOL**

Isleworth, Middlesex

LEA area: Hounslow

Unique reference number: 102555

Headteacher: Mrs E. Felstead

Reporting inspector: Mrs F. D. Gander  
21265

Dates of inspection: 25<sup>th</sup> - 26<sup>th</sup> February 2003

Inspection number: 249301

Short 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 Special
Age range of pupils:	11-19
Gender of pupils:	Mixed
School address:	Woodlands Road Isleworth Middlesex
Postcode:	TW7 6JZ
Telephone number:	020 8560 3569
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B. Pett
Date of previous inspection:	13 <sup>th</sup> July 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Oaklands School is a day school maintained by the London Borough of Hounslow for pupils and students between the ages of 11 and 19 years who either have profound and multiple learning difficulties (PMLD) with associated medical needs, or severe learning difficulties, or who have Autism (ASD). Many of the pupils and students have communication and language difficulties, and attainment on entry to the school is well below the national average. Since the last inspection, the number of pupils and students has increased to 72, with almost half of them being between the ages of 16 and 19. Some of these students join the school from other schools, rather than transfer to college, at the age of 16. There are more PMLD pupils, or pupils with ASD than at the time of the last inspection. The socio-economic background of the school population is mixed but overall it is below the national average. The percentage of pupils entitled to free school meals is above the average for similar schools. The number of pupils from minority ethnic backgrounds is above average at 45 per cent, and English is an additional language for the majority of these pupils or students. Within this group of pupils, six pupils are refugees from Somalia and Afghanistan, but the majority are from Asian families. The school has been awarded the Investors in People Award, a Healthy School Award, and is part of the 'Excellence in Cities' initiative.

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

This is a very effective school because the very good leadership and management ensures that all pupils and students receive an education that is relevant to their needs, develops their personal independence and social skills, and enables them to communicate more effectively. Very good use is made of resources so that the environment in which learning takes place is attractive and stimulating. This helps to promote the very good ethos that is evident in the school. Overall, the teaching is good, and in some classes, the teaching by specialist teachers is very good. There are knowledgeable and dedicated learning support assistants who provide very good teamwork. As a result, pupils achieve well, make good progress and are very well prepared for the transition into the adult world. The school provides very good value for money.

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

- The very good ethos in the school is promoted through the excellent relationships and mutual respect that exists between staff, pupils and students. This results in pupils and students having high esteem and excellent attitudes to learning.
- Leadership and management are very good and ensure that resources including the range of professional development offered to staff, are of high quality and are effectively used to promote learning.
- The provision for pupils with profound and multiple learning difficulties is very good.
- The provision for students in Years 12 to 14 is very good and prepares them very well for leaving school.

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

- A more consistent approach to signing by teachers across the school.
- A broader range of accreditation for higher attaining students who are joining the school at the age of 16.

*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 July 1998 and since then all the key issues from that inspection have been effectively addressed. Continual development and improvement to the educational provision has resulted in the school making good progress since the last inspection. All pupils now have a relevant Statement of Special Educational Need. The greatest improvement has been in the quality of the individual educational plans, their review and the quality of the information kept on pupils' and students' progress. The structure of the school day has been reviewed and there is clear rationalisation and planning supporting it. Accredited courses have been introduced for older pupils and students, but since the last inspection the school has started to admit higher attaining pupils from other special schools and needs to review this area again. Great improvements have been made to the quality of the accommodation with the extension of some of the specialist rooms, and the provision for additional space for students in Years 12 to 14, and for physiotherapy.

## STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year 11	by Year 13	Key	
speaking and listening	A	A	very good	A
Reading	B	B	good	B
Writing	B	B	satisfactory	C
Mathematics	B	B	unsatisfactory	D
personal, social and health education	A	A	poor	E
other personal targets set at annual reviews or in IEPs*	A	A		

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

Overall, all pupils and students achieve well in relation to their prior attainment, and this is due to the overall good teaching. The majority of pupils and students make very good progress in speaking and listening, good progress in reading and writing, and in mathematics. All pupils and students make very good progress in personal development due to the high emphasis placed on personal, social and health education. This is also the situation in literacy and numeracy. Due to the high quality teaching and the very relevant curriculum, the pupils and students with PMLD make very good progress overall. Students in Years 12 to 14 make good progress, and some make very good progress especially in personal development. However, higher attaining students, although they make good progress, both academically and in personal development, the present range of accredited courses is restrictive. The improved preciseness of the targets set in the individual educational plans, and the teachers use of them in teaching, ensures that pupils and students make very good progress towards these targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent. The majority of pupils and students are very enthusiastic about, and eager to take part in, activities. They are very keen to show what they have learnt.
Behaviour, in and out of classrooms	This is very good. Pupils have a good understanding of the impact that their actions have on others. Although some pupils have challenging behaviour, the relationships that exist between staff and pupils and the consistent approach to managing pupils, ensures that it improves.
Personal development and relationships	The relationships that exist in the school are excellent, and there are many examples of pupils and students helping one another. They develop very good levels of social competence and interpersonal skills.
Attendance	This is satisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	Years 7 – 11	Years 12 – 13
Quality of teaching	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 overall quality of teaching and learning for pupils in Year 7 to 11, and for students in Years 12 to 14 is good. Where pupils and students with PMLD are taught by their specialist class teachers the quality of the teaching is very good. It is highly specialised and supported by very good and consistent use of signing as a means of communication. However, when other teachers teach these pupils, the quality of communication is not used consistently and therefore pupils' understanding is not as secure. Due to the high expectations and use of specialist of teachers, English and literacy are taught very well and makes a significant contribution to the high self esteem that pupils have. Mathematics and numeracy are taught well and good emphasis is placed on reinforcing these skills in other lessons. A significant characteristic of the teaching is the planning and organisation of different learning activities and outcomes, which are matched well to the pupils' and students' differing attainment. This provides well for the different attainment levels and for those who are identified as ASD. The support staff are exceptionally well briefed about the expectations for pupils, and within the lessons and leisure times they demonstrate very good teamwork.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good. The breadth and balance of the curriculum is good and the school meets the statutory requirements well. There is a high emphasis on the timetable of personal, social, and health education, which is well planned and contributes to the progress pupils make. The vocational curriculum for students in Years 12 to 14 is very good, as is the use it makes of the community.
Provision for pupils with English as an additional language	This is good. Pupils' language and communication needs are clearly identified through assessment. This enables them to make considerable gains in their communication.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. The excellent opportunities for moral and social development help pupils and students to become more mature and cope with life outside school. There are extensive opportunities for cultural and multicultural awareness.
How well the school cares for its pupils	The procedures for child protection, safety and welfare and for ensuring pupils improve their behaviour are overall very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	These are both very good. There are appropriate priorities set for school development and improvement. As a result the curriculum, resources and staff expertise have continued to develop and meet the needs of pupils and students well. The school sees the expertise of staff as a major resource and consequently there is high regard given to professional development.
How well the appropriate authority fulfils its responsibilities	The Governing Body fulfils its responsibilities well. They have played an active role in ensuring that the school has continued to develop and improve, and they provide good support to the school.
The school's evaluation of its performance	This is very good. The school evaluates how well it is doing through its monitoring exercises. It therefore identifies its priorities for improving the quality of the educational provision, sets targets and puts in place actions to address them.
The strategic use of resources	This is very good. Spending is tightly controlled, money is used wisely to improve the learning environment, and provide the support and resources where they are most needed. The school is effectively applying the principles of 'best value'.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The pupils are taught to behave well and to have positive attitudes to work.</li> <li>• The quality of teaching across the school is good.</li> <li>• The information received on progress is good.</li> <li>• The pupils and students are well prepared for life after school and helped to become more mature.</li> <li>• The school deals with problems promptly.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in the amount of physiotherapy and occupational therapy available to the school.</li> <li>• An improved communication link between the transport escort and the class teacher.</li> <li>• One parent was dissatisfied with the overall quality of the provision for PMLD pupils.</li> </ul>

The inspection team agrees with the positive comments concerning the school. The range of therapy services available to the school is very similar to other schools. Until recently the physiotherapy service has been short of accommodation in the school and this has now improved. An improved system for transferring information from home to the teacher has been recently established for some pupils. The team judges that the overall quality of education for pupils with PMLD is very good. Parents' views are very positive.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The very good ethos in the school is promoted through the excellent relationships and mutual respect that exists between staff, pupils and students. This results in pupils and students having high esteem and excellent attitudes to learning.**

1. The staff have created a school where pupils and students are very enthusiastic about attending, learning and being associated with it. Parents report that their children enjoy school and in holiday times miss their friends and the staff. The ethos of the school is very evident from the greetings which pupils receive when they enter the school in the morning, and in the classrooms at the start the school day. All staff greet the pupils and students, and they respond with smiles, gestures, or vocalisation, and many start the day with anecdotes about what has happened on the way to school or at home. Pupils' and students' attitudes to lessons and to the learning opportunities are excellent, and are based on the excellent relationships that exist between staff, pupils and students. The learning support assistants have very close and supportive relationships with the pupils and students, and play a large part in helping them to gain confidence, become independent and have socially acceptable behaviour. The teamwork between teachers and learning support assistants is of very high quality and this enables the school to run as an orderly and safe community.

2. Pupils and students enjoy their lessons, and during the registration and timetable sessions in the morning some pupils show their delight at the anticipation of the day's activities. Pupils and students are very well behaved in lessons and when out of school, such as when visiting the leisure centre. The majority are proud to represent the school. This very good behaviour is due the consistent expectations that staff have for all pupils and students, whatever their difficulties. Staff make it clear what is acceptable or not acceptable. Pupils and students are very tolerant of others who may take time to say what they need or answer questions. They wait and listen. Perseverance and concentration is a feature of pupils' and students' behaviour and those with the most complex needs concentrate for whole sessions.

3. Some parents report that their children enter the school with low self-esteem having lost interest in learning, but they gain confidence quickly because the staff praise efforts, give advice and support. The daily routines are planned so that pupils and students understand them and are given increasing amounts of independence, such as travelling to school on their own, or taking part in work experience. Many pupils and students have school or class based daily tasks, and there is a very supportive 'Buddy' System between the oldest students and the pupil with the most complex difficulties. Some of these students have taken wheelchair proficiency awards so that they can become 'safe wheelchair pushers'. By the time they reach Year 12, many pupils talk confidently to visitors, and some were curious to know what the inspectors thought about their school. This confidence was also obvious at mealtimes when students chatted about their school day. The school clearly promotes the principles on which a community thrives by encouraging pupils and students to respect and help one another. Pupils and students help to serve other pupils who are less mobile by cutting up their food, serving their drinks and clearing away. Pupils and students are encouraged to work together and all are expected to make choices and decisions throughout the school day. For some this is effectively supported by the use of symbols and pictures, as well as spoken language.

**Leadership and management are very good, and ensure that resources including the range of professional development offered to staff, are of high quality and are effectively used to promote learning.**

4. Both the leadership, and the management, of the school are very good. It centres on pupils and students achieving their very best quality of education in a happy, caring and attractive learning environment. The very good ethos in the school centres on high expectations and the belief that all pupils should be given every opportunity to succeed. In order to achieve this vision, the headteacher, senior management team and the governors make very good use of all its resources. Funds, including grants have been used very effectively to improve the quality, size and range of the accommodation, purchase resources that match the different ages and needs of the pupils, ensure that staff and pupils are working and learning in a safe environment, and to extend the range of expertise of staff through very well organised in-service training.

5. These well-focussed improvements have arisen through the school's very good self-evaluation that centres on improving the quality of the teaching and learning, and the well-being of all who work and learn in this community. The school has improved its accommodation so that teachers can work, and pupils and students learn, in specialist rooms, such as the one for design and technology. This is now large to accommodate wheelchairs, ensuring these pupils have access to specialist equipment and resources. The school has continued to develop and improve the range of resources needed for the increasing complexity of special educational needs coming into the school. For example, PMLD pupils and students have access to high quality resources which support their sensory curriculum and needs. The school has successfully developed both a dark room, and a white room, as well as a ball room and a soft play room. The range of sensory resources has been increased in one of the classrooms to support the learning needs of these pupils. Developments are continuing with the planned provision of a hydrotherapy pool. The well being of pupils and staff is of high importance. In order to achieve this, a priority for the school has been the installation of hoists in classrooms and in toilet areas so that staff can transfer pupils and students safely and comfortably. In addition, the school has provided spacious accommodation in the new building for physiotherapists to work with groups of pupils and students on their programmes and routines. This very good improvement is new to the school, and should go some way in addressing the concerns that parents have about the lack of physiotherapy in the school.

6. A particular strength of the school is the school's investment in, and attention to, the professional development of all staff. The school has developed a staff development policy that is closely related to and informs whole school development planning. There are clear aims for professional development and training and these are closely linked to providing high quality education for all groups of pupils or students, and to ensure that any changes in the school are effectively addressed. Training needs are clearly identified for all who work in the school and are part of the whole school self-evaluation. For example, the school has recently concentrated on improving the quality of the education and the teaching of pupils with ASD. Opportunities for staff are well organised and monitored, and as a result the school has an Investors in People Award. The school has taken the in-service training one step further, by organising and opening up their in-service training events to other schools, and medical professionals attend some topics.

7. The aims of the school are well reflected in the daily life of the school, and there is an expectation that people will work hard, but with enjoyment. All those learning and working in the school are treated equally and fairly. Boys and girls get on well together, as do pupils of different abilities and backgrounds. Staff with management responsibilities carry out their roles with dedication and enthusiasm, and there is a very good, shared commitment to improvement. A particular strength is the high quality teamwork that can be seen in the planning of the curriculum, and the planning of some lessons and experiences. For example, in an English lesson on Romeo and Juliet for Years 10 and 11 and for PMLD pupils, joint

planning by two teachers resulted in excellent team teaching, with very good support from learning support assistants. Teamwork is a strength of the school, and this is effective in facilitating opportunities for pupils to learn, become independent and gain confidence. All staff, including the learning support assistants, know the pupils very well and have a very good understanding of their educational and care needs. The teamwork in lessons is very good, with learning support assistants moving between pupils and anticipating how pupils or students will behave or react. As a result, there is no time wasted in lessons, and pupils and students are always engaged in learning activities.

8. The headteacher and key staff, including subject co-ordinators, provide the governors with good quality information about the school's strengths and areas for improvement. The head teacher makes very effective use of this information in presenting governors with thoroughly costed options for spending. The governors are very active in shaping the future of the school, have a good understanding of the strengths and weaknesses, fulfil all of their responsibilities well and ensure that all the statutory requirements are covered. Since the last inspection the headteacher and governors have made very good progress in addressing the issues identified for improvement.

**The provision for pupils with profound and multiple learning difficulties is very good.**

9. Pupils with PMLD, and who have a range of medical needs and/or sensory impairments, are provided with very good quality education. The school has an increasing number of these pupils and students and at the moment they are educated in two classes that are distinctly different. One class caters for pupils and students with more complex medical needs and where the amount of personal care and support is also greater. In the other class, the pupils' overall medical needs are less but the challenging behaviour needs are greater. This arrangement of classes has been carefully thought through and is based on the sound rationale of meeting the differing needs of two distinct groups of pupils in a safe but stimulating environment. One class obviously needs more personal care when they arrive in school, and this can be best met and organised by them being in one class. For example, the morning session is very well organised so that all pupils have access to sensory experiences while the personal care needs of each one is addressed in turn. Here the quality of the teamwork is very high and there are no instances of pupils not being engaged either with an adult or some sensory experience. The early morning needs of the other class are very different. Here pupils and students need to be settled into the routines of school, and within an understanding of what they will be doing during the day. This is also a time when some of these pupils display challenging behaviour and it is a time to settle them down and provide a calm atmosphere.

10. The quality of the teaching and learning for these pupils and students, when they are taught by the two class teachers, is excellent. The lessons are extremely well planned with individual learning objectives and expected outcomes for each pupil, and there is a very good use of signing, objects, symbols, sound and smells to help pupils make sense of their environment and the activities. Communication is very well taught and supported through the consistent use of 'Big Mac' communication aids which one teacher uses very well throughout all lessons, and especially in the early morning key skills session where as pupils make their choices, the necessary messages they need are immediately recorded onto the Big Mac. For example, as a pupil volunteers to take the register to the office, a message saying, "*Good morning, here is the register*", is immediately recorded on a Big Mac for the pupil to take with them. The learning support assistants in each of the classes are highly skilled and take an active part in the lessons, especially during physical education where they are needed to help move pupils around. However, different teachers sometimes teach these pupils and students for other subjects, such as for music, or design and technology or art. Here, although the school has put a considerable effort into team teaching and monitoring of teaching, it is not

as good. This is because the teachers do not make sufficient use of signing or symbols to aid understanding. As a result of this the pupils and students are not provided with a consistent means of communication.

11. The leadership and management of the PMLD department are very good and both teachers demonstrate excellent team work as was seen in an English drama lesson on the play *'Romeo and Juliet'*. The two teachers are very experienced practitioners, know their pupils and student very well, and provide a great deal of support and guidance for other teachers. The quality of the record keeping and assessment, including the quality of the targets and detail in the individual educational plans, is excellent. This is consistent across the school and contributes to the progress pupils and students make. The curriculum for these pupils is very appropriate and relevant to their needs. The school has made considerable efforts to ensure that they have equal access to all areas of the school, and are fully included in the life of the school. For example, all pupils attend the assemblies and some join other classes for lunchtimes or specific lessons. They also take part in modified work experience around school. Of particular success this year is the ability of these pupils to transfer to the college for their next stage of education. This has been achieved with the help, support and advice of Oakland's staff.

**The provision for students in Years 12 to 14 is very good and prepares them very well for leaving school.**

12. The provision for the education of students between the ages of sixteen and nineteen years is a strength of the school. The department is well managed and organised, and the overall quality of teaching and learning is good, and on occasions it is very good. Within the school, the number of students in Years 12, 13 and 14 amount to almost half of the school's population and have continued to increase since the last inspection. The school has therefore made good improvements to the accommodation by providing a third classroom in the grounds of the school for the oldest students. This is of high quality and students are delighted with this classroom as they feel that they are totally separate from the school, and more adult. The school has managed to create a more adult environment in all three classrooms in which students are taught and this helps students to make the transition from school to college.

13. The majority of students achieve well, including those with additional special needs, such as ASD. Students make very good progress in developing their communication skills. Speaking and listening skills are promoted in all lessons by the use of symbols, and sometimes signing to aid understanding. Overall, when their class teachers teach these students, the quality of this is consistent. However, as in the rest of the school the quality varies between all adults. Teachers plan a good range of opportunities for students to give their views and convey ideas. Students make good progress with reading, with some students using signs to help them. Higher attaining students read very well, and have developed the skills to try out new words they encounter. A few students have adult reading ages, and therefore have the ability to study accredited courses at a higher level. Students make very good progress in understanding and reading the signs found in social situations, such as for shopping and cooking. Progress in writing is good with higher attaining students writing independently. The majority of students are at the stage of copy writing but can use word processing as an alternative to handwriting. Students make good progress in developing numeracy skills, particularly in relation to using and applying these skills in everyday situations.

14. The quality of teaching and learning is good. Lessons are well organised, with all adults knowing what is to be taught and what is to be expected from individual students. The activities are carefully planned to match students' learning needs. For example, in a key skills

session the students and activities are arranged into seven groups and enables students to work towards their targets on their IEPs. There is an acknowledgement of the students as young adults, and as a result, students mainly respond in a sensible way. Introductions to lessons are very clear. For example, in one lesson of personal, social and health education where drugs awareness was the focus, there were clear ground rules set in relation to confidentiality, and the introduction of a 'hot seat'. Students respond to this very well and because there are exceptionally good relationships in the class, students encourage each other to participate in discussions. The behaviour in class and students attitudes to work is very good and in most lessons there is a very busy atmosphere. They are very willing to work in groups, with the most mature students helping each other. Teachers and students are very well supported by learning support assistants, who work very well as a team.

15. The head of the department has a clear vision of the aims of the Post-16 education and especially how it relates to the future needs of the students currently in the school. Consequently the curriculum provided for students meets the needs well and prepares for adult life. Each student follows a very broad curriculum, which has a balance between personal, social, health education and vocational aspects, and the necessary basic skills. However, the school this year has taken in a number of higher attaining students from other special schools.

16. The overall effectiveness of the provision is reflected in the success that students achieve in personal and social development. The school's curriculum for students is very well enhanced by the vocational curriculum, including the work experience placements, the use of link courses at local colleges, and the accredited non-vocational courses within the school. They also follow the Duke of Edinburgh's Award Scheme in which many students are very successful. Many activities, such as leisure and sports activities, are planned out in the community and these present students with challenges that extend their social and personal development. Students respond very well to these opportunities and, because of the thoroughness with which they are organised, students make very good progress in areas, such as self-esteem, confidence, independence, and social awareness, as well as taking on responsibilities.

## **WHAT COULD BE IMPROVED**

### **A more consistent approach to signing by teachers across the school.**

17. Many pupils and students require the use of signs and symbols to aid communication and understanding. This has been recognised by the school and as a result a great deal of in-service time has been spent on training staff to become proficient. However, many of the staff who received the training have left and taken with them this expertise. This has left a gap in the school. New staff have joined the school and while there are examples of them being able to sign well, or use symbols, there is an inconsistent use. For example, pupils with PMLD have access to very good communication techniques when they are taught by their class teachers. However, when these pupils and students are taught by other teachers for specialist subjects the quality of the signing is not as good, and this has an impact on their level of understanding.

**A broader range of accreditation for higher attaining students who are joining the school at the age of 16.**

18. At the time of the last inspection, it was judged that the school needed to increase its range of accreditation for older pupils and for students in the Year 12 to 14. The school has met this request well by introducing an accredited award scheme and pupils are making good progress in the modules of work and achieving well. However, the school has recently had a number of students who have transferred at the end of year 11 from the local school for pupils with moderate learning difficulties. While many of these pupils are achieving well in academic areas, especially reading they lack self confidence and are not ready emotionally to cope with the a larger establishment such as college. Parents are very happy with their placement at Oaklands School as it provides the student with the necessary time and experiences to build confidence for the adult world. However, the current range of accreditation is too narrow for these students. They have the academic ability to take a higher level of accreditation that will help them to access a greater range of courses when they finally transfer to college.

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

19. In order to continue improving the quality of the school the headteacher, staff and governors need to:

1. Ensure that there is a more consistent approach to signing by teachers across the school. (Paragraphs: 10, 17)
2. Extend the range of accreditation for the higher attaining students who are joining the school at the age of 16. (Paragraph: 18)



## PART C: SCHOOL DATA AND INDICATORS

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

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

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	5	7	5	0	0	0
Percentage	20	24	33	23	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	72
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	27

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence	%	Unauthorised absence	%
School data	12.6	School data	0

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

### ***Ethnic background of pupils***

### ***Exclusion in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	33	0	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	20	0	0
Asian or Asian British - Pakistani	6	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	9	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y7 – Y14**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	6
Average class size	10.3

*FTE means full-time equivalent.*

#### **Education support staff: Y7 – Y14**

Total number of education support staff	26
Total aggregate hours worked per week	753

### ***Financial information***

Financial year	2001/02
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	£
Total income	1137458
Total expenditure	1227072
Expenditure per pupil	17042
Balance brought forward from previous year	215777
Balance carried forward to next year	126163

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	72
Number of questionnaires returned	16

### NUMBER of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	12	4	0	0	0
My child is making good progress in school.	9	5	0	0	1
Behaviour in the school is good.	10	5	0	0	1
My child gets the right amount of work to do at home.	6	3	1	0	3
The teaching is good.	12	3	1	0	0
I am kept well informed about how my child is getting on.	12	2	0	0	1
I would feel comfortable about approaching the school with questions or a problem.	13	2	1	0	0
The school expects my child to work hard and achieve his or her best.	11	3	1	0	1
The school works closely with parents.	10	4	1	0	1
The school is well led and managed.	11	4	1	0	0
The school is helping my child become mature and responsible.	12	3	1	0	0
The school provides an interesting range of activities outside lessons.	10	3	0	1	1

### Other issues raised by parents

- Many parents felt that the amount of therapy services available for pupils was unsatisfactory. They identified a need for increased physiotherapy, speech therapy and the additional support of occupational therapy.
- Some parents reported that messages they sent in with the escorts concerning their children were not relayed to the teacher or the support assistants.
- Parents reported that the quality of the communication between the LEA's transport providers was poor.
- There was one parent who was dissatisfied with the overall quality of the provision for PMLD pupils, including the use of the sensory curriculum, ICT and swimming.