

# **INSPECTION REPORT**

## **ASH FIELD SCHOOL**

Leicester

LEA area: Leicester City

Unique reference number: 120349

Headteacher: David Bateson

Reporting inspector: Rosemary Eaton  
15173

Dates of inspection: 18<sup>th</sup> – 20<sup>th</sup> November 2002

Inspection number: 249394

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:	4 - 19
Gender of pupils:	Mixed

School address:	Broad Avenue Leicester
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Postcode:	LE5 4PY
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Telephone number:	0116 2737151
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Fax number:	0116 2739962
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Appropriate authority:	The governing body
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Name of chair of governors:	Haydn Gopsill
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Date of previous inspection:	15 <sup>th</sup> June 1998
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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15173	Rosemary Eaton	Registered inspector
11437	Tony Anderson	Lay inspector
22629	Jayne Clemence	Team inspector
3055	Clive Tombs	Team inspector

The inspection contractor was:

QICS

'Ibsley'  
4 West Cliff Road  
Dawlish  
Devon  
EX7 9EB

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Ash Field is a school for boys and girls aged 4 to 19 with physical and communication difficulties. Currently, 107 attend, including 20 post-16 students. There is only one child in the reception year. When they join the school, the attainment of most pupils is well below average. Two are undergoing statutory assessment and the remaining pupils have statements of special educational need. In addition to physical disabilities, almost all have associated medical, learning, communication or sensory difficulties. The range of these needs is becoming increasingly complex and demanding. Because of the obstacles to their learning, pupils spend Year 12, in addition to Years 10 and 11, working on GCSE and other accredited courses. They move into post-17 provision for Years 13 and 14. Pupils are from the city and county of Leicester and from Rutland and Derbyshire. 71 pupils are white. The remainder are from a variety of ethnic backgrounds, predominantly Indian. In 30 of the pupils' homes, another language – most often Gujarati – is spoken, in addition to English. A very few pupils are in the early stages of learning English. The school has residential facilities, enabling up to 18 pupils or students to stay overnight during the week. Those who board generally stay for four nights every three weeks and last year, 58 pupils used the provision. Attached to the school is a Microtechnology Assessment Centre. Its staff assess and support pupils in mainstream and special schools. Currently, 450 pupils receive support to access the curriculum using information and communication technology. In June 2001, the school was granted Beacon status.

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

Ash Field is an outstanding school. Pupils and students achieve very well and their personal development is excellent. The quality of teaching is very good. The school is extremely well led and managed and provides excellent value for money.

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

- The headteacher provides outstanding leadership, striving continually for improvement and excellence.
- The school checks meticulously all aspects of its work in order to challenge staff and pupils to achieve their full potential.
- Pupils' and students' excellent attitudes and personal development contribute greatly to the life of the school and their achievements.
- Teachers' knowledge of their subjects has a direct impact on pupils' and students' very good learning and achievement.
- All staff demonstrate excellent teamwork, leading to pupils and students feeling safe, happy and able to learn.
- The very effective curriculum is highly relevant to pupils' and students' wide ranging needs and stages of maturity.

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

There are no key areas for improvement.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was previously inspected in June 1998. Since then, it has moved forward very well, from being a 'good school with some outstanding features', to one which is wholly outstanding. Pupils' achievement and the quality of teaching, both good in 1998, have improved well, as have pupils' attitudes and personal development. The school tackled systematically and very successfully the issues raised in the previous report. Other than the accommodation, which has developed satisfactorily, progress in each area has been at least very good. Additionally, a wide range of other improvements has taken place – for

example, to the curriculum – all having a strong impact on pupils' achievement and personal development.

## STANDARDS

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

Progress in:	by Year 6	by Year 12	by Year 14	Key
speaking and listening	A	A	A	excellent A*
reading	A	A	A	very good A
writing	A	A	A	good B
mathematics	A	A	A	satisfactory C
personal, social and health education	A*	A*	A*	unsatisfactory D
other personal targets set at annual reviews or in IEPs*	A	A	A	poor E

Last year, the school's challenging target, for 33 per cent of Year 11 pupils to gain one or more GCSE passes, was achieved. Lower attaining pupils are successful at Entry Level in a wide range of subjects, a Youth Award scheme, skills profiles, or the school's own certificated courses. Post-17 students build very well on these achievements. For example, they gain additional GCSEs, GNVQ or Youth Award scheme accreditation. Girls and boys and pupils and students from different ethnic backgrounds get on equally well. Higher and lower attainers and those with additional special educational needs all make progress at equivalent rates. Pupils and students with progressive conditions retain their skills for as long as possible and apply them in different contexts.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils and students thoroughly enjoy learning. They take part with enthusiasm and determination in lessons and activities, making the utmost of their abilities.
Behaviour, in and out of classrooms	Very good. Pupils and students nearly always behave very well, showing great consideration for other people.
Personal development and relationships	Excellent. Pupils and students do their very best to be independent. They develop extremely good social skills, becoming confident members of the school and society. Relationships are exceptionally good, with adults and between pupils.
Attendance	Satisfactory. Although rates of authorised absence are high, pupils are very seldom absent other than for medical reasons.

Pupils are happy to see each other at the start of the day and they enjoy firm friendships. Post-17 students are mature young adults. The majority are independent learners who show initiative and enterprise. Pupils and students support each other and know when and how to ask others for help. The members of the school council play an active part in influencing how the school operates.

## TEACHING AND LEARNING

Teaching of pupils:	Years 1 – 6	Years 7 – 11	Years 12 – 14
Quality of teaching	Very good	Very good	Very 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 is very good in English and mathematics. The skills of communication, including literacy and numeracy are taught very well. Teachers have very high levels of expertise in their subjects. They pay careful attention to pupils' physical challenges and make sure that lessons build systematically on what has been learned already. As a result, the school meets very successfully the needs of all pupils. Educational care officers make very strong contributions to pupils' learning, working in partnership with the teachers. Information and communication technology resources are used very effectively to help pupils learn and communicate. Lessons are nearly always planned thoroughly, to make the most of the time available. Very occasionally, pupils are not actively involved – for example, they may spend too long watching or listening – and this slows down their progress. Homework is well thought out, to enable pupils to reinforce and extend their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The challenging curriculum provides a rich variety of opportunities and is very well matched to pupils' ages and learning needs.
Provision for pupils with English as an additional language	Very good. Support is provided by staff who speak several languages. Additionally, pupils have plenty of opportunities to practise speaking and listening and are consistently encouraged to communicate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The school seeks out opportunities to promote all aspects of pupils' personal development. The very good residential facility makes a strong contribution to promoting independence and social skills.
How well the school cares for its pupils	Excellent. The arrangements for safeguarding pupils' wellbeing are very well established. Health and safety issues are given the highest priority by all staff.

The curriculum takes very good account of national priorities and initiatives, such as the National Strategies for Literacy and Numeracy and the Key Stage 3 Strategy. Links with the community and other schools are used extensively to enrich the opportunities available to pupils and students.

Death, sex education and drugs misuse are approached extremely sensitively, forming part of the curriculum for personal, social and health education. This provision is enhanced and supported by opportunities seized by staff, throughout the day and in the residential provision. Pupils are given plenty of encouragement to express their thoughts and opinions. Respect for others is promoted strongly. Pupils are shown that everyone is valued and has a role in the school and community.

All staff strike a fine balance between caring for pupils and encouraging them to do as much for themselves as possible.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher and senior managers are extremely effective. They provide clear-sighted, rigorous and challenging leadership. Responsibilities are carried out to the highest possible standards.
How well the governing body fulfils its responsibilities	Excellent. The governing body contributes to the excellent teamwork within the school. Governors bring relevant knowledge and expertise and are extremely supportive. They appreciate fully the school's strengths and have strong views about how they want it to develop in the future.
The school's evaluation of its performance	Excellent. Systems are in place to track and check every aspect of the school. The information gathered is analysed and used to the full in order to keep the school moving forward and raise standards still further.
The strategic use of resources	Excellent. The thorough financial procedures, linked closely to the school's educational priorities, ensure that finances, personnel, time and other resources are used highly efficiently.

The principles of best value are applied extremely effectively. This ensures that the modest budget is used prudently and has a far-reaching impact on Ash Field's pupils and on special needs provision and developments regionally and nationally.

The school is extremely outward looking, with a great many links with other schools and organisations at local, national and international levels. These include providing training and placements for teachers, teaching assistants and education, medical, social care and university students.

Staff are encouraged and empowered to be innovative in their work, supported by the school's structures and ethos. Most relish opportunities to broaden their experience and expertise, to the benefit of pupils and students.

## 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>• Their children like school and behave well.</li> <li>• They are making good progress.</li> <li>• The teaching is good and the school has high expectations.</li> <li>• The school is approachable and works closely with parents.</li> <li>• It is well led and managed.</li> <li>• Children are helped to become mature and responsible.</li> <li>• An interesting range of activities is provided outside lessons.</li> <li>• The right amount of homework is set.</li> </ul>	<p>Parents are almost unanimous in their approval of all aspects of the school.</p>

The inspectors agree with the parents' extremely positive views.

## PART B: COMMENTARY

## **WHAT THE SCHOOL DOES WELL**

**The headteacher provides outstanding leadership, striving continually for improvement and excellence.**

1. The school's determination to make the most of every person and every moment is tangible. This sense of purpose is embedded in the school, with staff seeking to provide the best possible standards of education and care for all pupils. At the core of this drive is the headteacher's vision for Ash Field, set out and underlined in all policies and plans and constantly brought to life in his own dealings with pupils, staff and everyone else who comes into contact with the school, however fleetingly.
2. Nothing is left to chance. Characteristics of the school are the attention paid to detail and the care with which decisions are made. For example, the possibility of having a whole school focus for teachers' performance management targets was discussed, but rejected. It was felt that this would not be as challenging as the existing system of identifying areas for individual staff to work on, based on detailed evaluations of their teaching and pupils' achievements. In fact, the key question, 'What will be the impact on pupils' learning and achievement?' underpins all the school's actions. Staff share a strong sense of accountability. This is partially engendered by systems – such as the requirement for them to describe the impact on pupils of spending or of professional development. However, the steps taken by the headteacher to motivate staff complement such arrangements. For example, he constantly seeks opportunities for them to broaden their experience and develop professionally. The day-to-day management of educational care officers has previously been part of the role of one of the senior management team but, two years ago, two of the support staff were given this responsibility. In addition to raising their own profile, the move has resulted in more efficient and effective organisation, because of the staff's more detailed knowledge of the personnel and tasks involved in the job.
3. The headteacher sets extremely high standards in the way he fulfils his leadership and management tasks and through the value he so clearly places on the uniqueness of each member of the school community. For example, he takes enormous pleasure in getting to know each pupil. After an assembly for the primary-aged pupils, those awarded certificates for their efforts and achievements lined up excitedly to share them with the headteacher and receive personal words of praise and encouragement. With the headteacher's leadership, this is a school that achieves a precise balance between planning for the future, looking outwards to the wider community and valuing each of its pupils, providing for their immediate needs and making the most of their abilities.

**The school checks meticulously all aspects of its work in order to challenge staff and pupils to achieve their full potential.**

4. The previous inspection report was critical of the way in which the school established how well it was performing in a number of areas – for example, the quality of teaching. Since then, numerous developments have taken place, and now the current systems are extremely comprehensive and effective. Very significantly, not only is a large quantity of information collected, it is utilised in order to help the school to move forward and pupils' progress and achievement to improve. For example, the headteacher, senior staff and subject leaders are involved in visiting lessons in order to find out how well teachers and pupils are performing. Typically, the procedures

(which include formal performance management) have been put in place with extremely careful preparation and sensitivity. The preparations included training provided by the headteacher – an OFSTED inspector – for all the teachers, followed by further guidance when, for example, after watching lessons, teachers gave feedback to colleagues. This transparency has meant that staff are not threatened by being observed. On the contrary, they see its value – because, for instance, they are offered support to help them to improve any areas in need of development. Systems have been set up to enable the headteacher to maintain an overview of observations and their outcomes. With this information, he identifies any issues affecting the whole staff or departments, resulting, for example, in the increased use of information and communication technology to help pupils to learn across the curriculum. Because the school benefits from such a supportive and motivating climate, teachers appreciate that evaluative comments are made in order to help them improve the quality of the provision for pupils. As a result, they accept readily any suggestions and this pursuit of excellence has led to very high standards of teaching and learning.

5. Proof of this is seen in pupils' records of the assessments of their achievements. The systems, established by the principal teacher, are sophisticated and highly effective. Teachers have access to data stored electronically that shows each pupil's progress during the past four years. This in itself is useful, but the school analyses the information in order to compare the rates of progress of various groups of pupils – for example, boys and girls or those from different ethnic groups. Additionally, teachers predict the levels pupils will be working at in the following year. This means that the school is able to plan ahead to ensure, for example, that externally accredited courses will meet the needs of all pupils. The information is also used when setting challenging subject or whole school targets for pupils to achieve. Staff then plan systematically the actions to be taken in order for these goals to be met. These lead to further fine-tuning of the curriculum, for example, and ultimately to pupils making better progress.
6. Governors now have much more clearly defined opportunities to find out at first hand how well the school is moving forward. For instance, they each have links with particular subjects, meeting with the staff responsible, reading the detailed annual reports they produce, and attending subject staff meetings where possible. Governors visit the school at least termly, each time with a clear focus – for example, joining lessons for a particular age group. Although these are not formal observations, governors do produce a report for the governing body and another for the headteacher, who would follow up any issues. Governors value highly these opportunities, which result in a heightened awareness of the implications for pupils of decisions they make, such as the allocation of resources.
7. Ash Field's procedures are equally rigorous when it comes to checking the effectiveness of its measures to ensure pupils' health and safety. For example, the routines surrounding pupils' arrivals and departures, by local education authority transport, are excellent. Drivers and escorts work swiftly to ensure pupils get off and on the buses with minimum fuss but with humour and respect for each individual. To help to maintain these high standards, the school carries out random checks on the time buses arrive and the length of time taken to help the pupils into school or onto the transport. These arrangements ensure a cheerful and safe but prompt start to the day, reinforcing the school's commitment to making the most of the time available for learning.

**Pupils' and students' excellent attitudes and personal development contribute greatly to the life of the school and their achievements.**

8. The previous inspection report referred to pupils' 'excellent spirit'. This remains an accurate description of pupils and students who display no evidence of self-pity and who learn and achieve despite immense personal and physical challenges. They rise admirably to the school's insistence that they do as much for themselves as possible. All staff promote independence consistently in lessons, around school, on visits and in the residential setting. For example, in a post-17 lifeskills lesson, where students used computers to present a menu, the teacher and educational care officer provided very effective support where necessary, but were prepared to stand back and let students get on with their work. As a result, one student who had great difficulty controlling the cursor, worked with determination to scroll through the display of fonts, persevering to find the best one for her chosen meal. Younger pupils display the same qualities. At breaktime, one of the youngest struggled to cover a doll, to her satisfaction, with a blanket. She kept trying until it was in the correct position and she could happily swing the doll in its cradle.
9. The school actively encourages pupils to develop the ability to enlist help from others. In the residential provision, pupils are required to make their own beds – or arrange for staff to do it for them. The help is readily available, but must be pre-arranged, developing vital communication and organisational skills in pupils. This focus on independence leads to pupils and students who are confident and assertive. For instance, during the inspection, post-17 students visited a careers convention, attended by hundreds of students from mainstream schools. In the packed Leicester City FC stadium, students set off independently to carry out individual research, approaching the exhibitors with assurance. These students have high expectations of themselves and others, questioning closely staff from colleges, about their provision for physically disabled students.
10. Pupils and students regularly show that they enjoy learning, especially when teachers provide work and experiences that challenge them to work hard. This was evident in an art and design lesson, where Year 7 to 9 pupils studied the pop-art movement of the 1960s. Stimulated by illustrations and the teacher's questions, they demonstrated a real thirst for learning. They were all desperate to be involved in the discussion and to find out more about Andy Warhol and his influence on artists and designers today, leading to very good progress in their knowledge and understanding.
11. At every opportunity, pupils are encouraged to value themselves and be aware of what they have to offer the school and society. For example, during an assembly for primary-aged pupils, the theme was 'Helping'. The teacher described how each pupil in her class was particularly helpful – finding their own peg or hitting a large switch to tell others that it's 'in time', after play. As a result of such endorsement, pupils are helped to focus on what they can do, whilst acknowledging their difficulties. They enjoy each other's company and they work and get on extremely well together. At breaks, secondary-aged pupils show great team spirit as they thunder up and down the hall in their wheelchairs, during fast and furious hockey games. Although they readily help one another, pupils' thoughts and actions extend beyond the school. For instance, post-17 students have raised money to provide resources such as water purification equipment for third world countries. As one student wrote, 'It's great to know our hard work is going towards helping those less fortunate than ourselves.'

**Teachers' knowledge of their subjects has a direct impact on pupils' and students' very good learning and achievement.**

12. Whenever possible, the school ensures that teachers are specialists in the subjects they teach or are trained to teach, for example, primary-aged pupils. This means that the staff have knowledge and expertise at their fingertips and so can focus on other aspects of their work. For example, in an excellent GCSE English lesson for pupils in Years 10 and 11, the teacher made close and careful observations of their responses to poetry. Her attention to their individual levels of understanding enabled the teacher to prompt pupils to think even more deeply and identify features such as alliteration, metaphor and personification. Her interventions enabled them to articulate a high degree of empathy and insight, using expressions such as 'uncertainty' and 'lack of trust' as they described their feelings about 'My Grandmother', by Elizabeth Jennings.
13. Throughout the school, teachers expect pupils to work hard and do the best they can. However, they frequently encourage this effort by making learning enjoyable. Again, because teachers are so confident in their knowledge of what pupils need to learn, they are creative and ingenious, devising interesting lessons and activities. For instance, pupils in Years 1 and 2 made excellent progress during a swimming lesson in the school's hydrotherapy pool. Resources and activities were very well chosen to appeal to the pupils and stimulate them to relax their limbs, exercise and thoroughly enjoy being in the water. A large inflatable whale brought squeals of delight as pupils went on a whale hunt, making great efforts to move their arms and legs energetically in order to escape from the whale. This lesson also demonstrated teachers' precise knowledge of each pupil's needs and their skill in using this information to tailor lessons to suit the wide range of abilities within each class, so that all pupils make progress at equivalent rates. This becomes especially challenging as the nature of pupils' difficulties becomes increasingly complex. Teachers use their knowledge and experience to create worthwhile opportunities for pupils' with very limited movement to take part in practical activities. For example, during a design and technology lesson, pupils in Years 10 to 12 with complex difficulties indicated their choice of materials for a woven landscape and touched and held the fabric strips, helping an educational care officer to wind them in and out of a wooden framework. Others worked with the teacher, decorating butterflies made from textiles, by selecting from glittery shapes and deciding where they would create the best effect. As a result, they made very good progress in their designing and making skills, despite their physical disabilities and learning difficulties.

**All staff demonstrate excellent teamwork, leading to pupils and students feeling safe, happy and able to learn.**

14. The school's expectations of staff are set out extremely clearly and there are carefully planned structures to provide support and ensure that procedures are followed. However, these formal arrangements are enhanced by the exceptionally good relationships within and between staff teams, providing additional encouragement for each member to strive for consistently high standards of provision. For example, owing to pupils' physical disabilities, they are inevitably withdrawn periodically from lessons, in order to receive medical or therapeutic attention. Very effective joint planning by the professionals involved ensures that pupils don't have their learning interrupted in the same subjects each week. Additionally, the expertise and sensitivity of the staff in and out of the classrooms mean that pupils' physical needs are met carefully and thoroughly, but not at the expense of their academic progress. When pupils return from therapy, for instance, they are included into the lesson as quickly as possible and with the minimum of fuss. This shared emphasis on discretion contributes significantly to pupils' self-esteem and confidence and underlines the school's central purpose of being a place for learning.

15. The very good quality residential provision complements the learning and – particularly – the personal development opportunities offered during the school day. This is possible because of the exceptionally good links between the care and education staff, at senior and classroom levels. Information about pupils and their needs flows systematically between the day and residential staff, covering their academic, behavioural and social targets, with medical and physical requirements communicated equally effectively. In addition to recreational activities, the residential provision provides structured opportunities for pupils to complete their homework. This is a well-established routine, indicating clearly the residential staff's very high expectations for pupils to achieve. Groups are supervised and supported effectively, with access to all of the resources available during the day. Because teachers and educational care officers form part of the team during the evening activities, further opportunities are available to exchange information, evaluate pupils' needs and plan to help them make more progress.

**The very effective curriculum is highly relevant to pupils' and students' wide ranging needs and stages of maturity.**

16. The school takes enormous care to ensure that each pupil's academic and personal needs are met as fully as possible. This often involves tackling difficulties creatively – as in the decision to extend the usual two years (Years 10 and 11) spent on accredited courses, to three, allowing for the slower pace of learning associated with pupils' physical and medical problems. However, this understanding of pupils' difficulties does not lead to a relaxed and undemanding curriculum. Instead, in line with the school's assumption that everyone will make the most of their abilities, pupils and students are stimulated and challenged by the full range of subjects and experiences to which they are entitled. One way in which pupils are helped to benefit from this provision is through the use of information and communication technology. Computers and other electronic aids are used extremely efficiently to enable pupils and students to learn and achieve in all subjects. From Year 1 onwards, they have dedicated lessons in information and communication technology and teachers plan opportunities for them to practise and apply their skills across the curriculum. Additionally, many pupils are assessed by the staff of the Microtechnology Assessment Centre, to establish precisely which information and communication technology resources will be most effective in helping them, for example, to communicate in written or spoken words. Using a mixture of personal portable appliances and the school's plentiful computer resources, information and communication technology is a thread that runs easily through lessons, helping pupils to achieve.
17. The overall leadership and management of the curriculum, by the senior staff with responsibility for the primary, secondary and post-17 departments, are highly effective. These three teachers maintain a strategic overview and work closely with subject leaders and their 'shadows'. Together, they ensure that programmes of work enable all pupils to build systematically on what they have already learned as they move up through the school. By marrying their detailed appreciation of individual pupils' needs with their awareness of the National Curriculum, accredited courses and new initiatives, teachers provide a curriculum that is appropriate for pupils' ages as well as their stages of development. For example, the flexible post-17 provision aims successfully to maximise students' independence and prepare them for their lives beyond school.
18. The provision for pupils' spiritual, moral, social and cultural development is especially strong. For example, music lessons provide excellent opportunities for pupils to

improve their own performance, share musical experiences with others and learn about the traditions of other cultures. The school community, more than most, faces issues of life and death on a regular basis. Its systems, policies and curriculum recognise and value the importance of life and the need to provide pupils with time and support in order to explore and express their feelings. Sensitive issues are never ducked. Instead, the curriculum includes planned opportunities for pupils to consider, for example, how society views disability. Because the curriculum is structured to help pupils to develop an inner strength, they become more able to cope with the challenges they meet daily, supporting their growth into well-rounded and positive individuals.

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed	23
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	3	9	7	3	1	0	0
Percentage	13	39	31	13	4	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**

<b>Pupils on the school's roll</b>	No of pupils
Number of pupils on the school's roll	107
Number of full-time pupils known to be eligible for free school meals	34

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	30

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

### **Attendance**

#### **Authorised absence**

	%
School data	13.58

#### **Unauthorised absence**

	%
School data	0

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

### ***Attainment at the end of Year 12***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 4 for the latest reporting year	2002	5	4	9

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	1	1	1
	Girls	1	2	2
	Total	2	3	3
Percentage of pupils achieving the standard specified	School	22	33	33

Those pupils who did not gain GCSE passes achieved Certificates of Achievement in between two and ten subjects.

### ***Attainment at the end of the sixth form (Year 14)***

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications* or units and the percentage of those pupils who achieved all those they studied	School	5	100

\* Leicestershire Vocational Framework

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

### **Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	70	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	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	22	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	3	0	0
Chinese	0	0	0

Any other ethnic group
No ethnic group recorded

0
3

0	0
0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	19.6
Number of pupils per qualified teacher	5.45
Average class size	8

*FTE means full-time equivalent.*

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

Total number of education support staff	52
Total aggregate hours worked per week	1380

### **Financial information**

Financial year	2001-2002
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	£
Total income	1865715
Total expenditure	1794763
Expenditure per pupil	15744
Balance brought forward from previous year	44087
Balance carried forward to next year	26865

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.8
Number of teachers appointed to the school during the last two years	4.6

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	107
Number of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	0	0
My child is making good progress in school.	51	49	0	0	0
Behaviour in the school is good.	76	19	2	0	2
My child gets the right amount of work to do at home.	44	53	2	0	2
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	70	26	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	77	21	0	0	2
The school works closely with parents.	63	37	0	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	65	28	0	0	7