

INSPECTION REPORT

FOXWOOD SPECIAL SCHOOL

Bramcote, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122906

Headteacher: Ms J Baker

Reporting inspector: Maria Landy
1927

Dates of inspection: 4th – 6th November, 2002

Inspection number: 249401

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Foundation special school |
| School category: | Moderate learning difficulties (plus some pupils with severe and additional learning and communication difficulties including autism) |
| Age range of pupils: | 3 to 19 years |
| Gender of pupils: | Mixed |
| School address: | Derby Road Bramcote Nottingham |
| Postcode: | NG9 3GF |
| Telephone number: | 0115 917 7202 |
| Fax number: | 0115 917 7201 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr M Fitzsimons |
| Date of previous inspection: | June, 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | |
|--------------|--------------|----------------------|
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| 14214 | Ms G Smith | Lay inspector |
| 18537 | Ms S Derrick | Team inspector |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Foxwood is a Nottinghamshire LEA Foundation Special School situated on the outskirts of Nottingham. The school is divided into three distinct areas on the same site – primary, secondary and Post-16. The school has 96 pupils and students aged three to nineteen who mainly have moderate learning difficulties, although approximately 20 per cent of pupils have additional special needs including autism, communication and behavioural difficulties. There are 69 boys and 27 girls, two pupils are dual registered with mainstream schools. Four per cent of pupils come from mainly Indian and Pakistani backgrounds homes where English is not the first language. Twenty-seven per cent of pupils have free school meals. The Post-16 provision has grown from seven students at the last inspection to 22 this time. There are currently no pupils aged under five years in the school. Many of the pupils start their schooling in local schools and then transfer to Foxwood from mainstream schools or other specialist provision. There are very good opportunities for students to link with local schools and colleges. Pupils' attainment is low when they enter the school.

NB Throughout this report the term pupils refers to both pupils aged 5-16 and students aged 16-19 years, unless there is direct reference to Post-16.

HOW GOOD THE SCHOOL IS

Foxwood is a very good school, with excellent features. All pupils make very good progress. Teaching and learning are consistently very good across the school. Pupils enjoy learning and as a result their achievements are very good. The leadership and management are highly effective. The relevant and mainly practical curriculum ensures that all the pupils are provided with a wide and rich range of opportunities for learning. The headteacher, governors and key staff use available resources very effectively to the benefit of all pupils. Foxwood School provides very good value for money.

What the school does well

- Leadership and management are very effective and significantly benefits the pupils and students, parents and staff. The leadership of the headteacher is inspirational. A talented deputy headteacher and an outstanding team of staff ably support her. Governors are very well informed.
- Teaching and learning are consistently very good across the school for all ages and abilities. Staff make learning fun, as a result achievements and progress are very good.
- The school takes really very good care of its pupils, relationships are excellent and so is the behaviour of the pupils. The welfare of the pupils is enhanced by the excellent food provided.
- The school offers a broad, balanced, relevant and practical curriculum which fully meets the needs of all its pupils.

What could be improved

- The necessary areas for improvement have already been recognised by the school. Whilst there are no major issues for the school to address the school improvement plan identifies appropriate areas for continuing development including the much needed turning circle for safer pupil arrival and departure procedures and the provision of greater classroom space especially in the junior department.

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 has made very good progress since the last inspection. All of the previous key issues have been addressed successfully. Information and communication technology (ICT) is now well established. The school has made good progress but recognises that there is still more work to do in promoting the use of ICT in subjects across the curriculum. Mathematics and music have improved significantly, both are now good. Teaching has improved from good overall to very good overall; it is regularly evaluated by senior staff. Subject co-ordinators are now fully involved in planning, assessing and monitoring their

subjects. Students in Post-16 are now fully challenged by the very good range of curricular activities. Planning, careers education including college links and opportunities to recognise achievement through external accreditation are all excellent. The school has a very good capacity for future development.

STANDARDS

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

| Progress in: | by age 5 | by age 11 | by age 16 | by age 19 | Key very good A good B satisfactory C unsatisfactory D poor E |
|--|----------|-----------|-----------|-----------|---|
| speaking and listening | B | A | A | A | |
| reading | B | B | A | A | |
| writing | B | B | A | A | |
| mathematics | B | B | B | A | |
| personal, social and health education | A | A | A | A | |
| other personal targets set at annual reviews or in IEPs* | A | A | A | A | |

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

Standards achieved are good or very good in almost all subjects. Pupils in all phases of education achieve good standards in relation to their individual education plan targets. These together with clear subject targets assist in tracking the progress the pupils make and in gauging the standards they achieve. The range and extent of accredited courses followed has increased considerably since the last inspection and the standards achieved have improved significantly. In English, including literacy, and in science, achievements are very good across the school. Standards in numeracy and mathematics are consistently good. Personal, social and health education is very good. Results are very good as individuals and small groups needs are well targeted, those with additional needs are regularly given extra support and as a result achieve very well. The amount of work produced is very good as is the quality of presentation and marking. Staff are responding very well to the more complex and additional needs of certain pupils. Standards have improved since the last inspection as there has been increased professional development concentrating on learning styles and teaching skills, increased monitoring of lessons and clearer responsibilities both for the development of the curriculum and planning for particular groups of pupils.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are enthusiastic about coming to school and enjoy the very wide range of activities provided. |
| Behaviour, in and out of classrooms | Excellent. Pupils consistently behave in a very mature way and show respect for each others' needs and views. |
| Personal development and relationships | Excellent. Pupils grow in confidence and increase their independence and maturity. Staff and pupils are mutually supportive and respectful. Pupils have a very high regard for each other and show concern for each other's welfare. This enables them to co-operate well with each other and with the staff. |
| Attendance | Very good. There are exceptionally few unauthorised absences and timekeeping during the day is very good. |

Pupils' personal development and the quality of relationships between each other and with adults are excellent. This leads to excellent behaviour and interested, hard working pupils who grow in confidence. Pupils' attitudes and attendance are very good, they respond very well to the positive atmosphere in the school and the wide range of interesting activities provided for them.

TEACHING AND LEARNING

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

Throughout the school the quality of teaching and learning is very good and often excellent. Staff make learning fun. As a result achievements and progress are very good. Of the forty lessons observed across all ages, involving all of the teachers none was unsatisfactory, one was satisfactory, nine were good, twenty were very good (50 per cent) and ten were excellent (25 per cent). Very good teaching was seen at every key stage and in a large number of different subjects. Very good teaching was observed in English, mathematics, science, information and communication technology and personal, social and health education. The skills of communication, including literacy and numeracy are taught well across the school as is information communication technology. Excellent teaching and learning was observed in primary literacy, secondary English, art and design, dance, physical education and in the design and technology workshop plus team enterprise and religious education with Post-16 students. Particular strengths in teaching are the very good teamwork evident between teachers, support staff and other professionals and the excellent knowledge of the pupils. This ensures that the needs of all pupils are well met. Staff consistently model respect and tolerance of difference and this enables all pupils to thrive. As a result pupils are motivated to learn and remain interested and work hard and thereby make very good progress. Staff choose interesting and often practical tasks which means the pupils are enthusiastic learners.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Very good. The school provides a broad, balanced, relevant and mainly practical curriculum which fully meets the needs of all its pupils. |
| Provision for pupils with English as an additional language | Very good. Pupils benefit from the active, visual and supportive approaches to all learners. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good overall. Social and personal development are excellent and major strengths of the school. Moral, cultural and spiritual development are very good. |
| How well the school cares for its pupils | Very good. The school takes very good care of all its pupils. There are very good systems for assessing, monitoring and celebrating pupils' personal and academic progress. |

The curriculum is very good. The school provides a broad, balanced, practical and relevant curriculum which fully meets statutory requirements and the special educational needs of all of the pupils. Appropriate emphasis is given to communication, literacy and numeracy. The school has extensive links with the community and this, together with the effective relationships with partner schools and colleges extends the opportunities for learning available to the pupils. Provision for careers guidance and extra-curricular activities are excellent. Sex education is very good. The curriculum meets the needs of those pupils with additional needs such as severe learning and communication difficulties and those pupils with autism very well. There are very effective systems in place for judging and recording pupils'

progress. Achievement is recognised and celebrated. Pupils are encouraged to take responsibility and this enables them to grow in confidence and maturity.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Excellent. The leadership and management of the headteacher, the deputy and senior staff is a significant strength of the school. The commitment of all staff to improve is helped by the excellent training provision. There is a shared vision and clear educational direction. |
| How well the appropriate authority fulfils its responsibilities | Very good. Governors are well informed, supportive and involved in strategic development. They share the headteacher's desire to ensure that the school achieves very high standards in everything it does. Statutory responsibilities are fully met. |
| The school's evaluation of its performance | Excellent. The school has an excellent range of procedures for self - evaluation. Subject co-ordinators and senior staff regularly monitor the quality of teaching and learning and the curriculum. The school improvement plan is very well reviewed. |
| The strategic use of resources | Very good. The school utilises resources, accommodation and support staff very well. There is effective use of small group and individual support for pupils with particular needs. Specific grants are used effectively especially those related to professional development. |

The headteacher provides inspirational leadership and is supported very well in the management of the school by senior colleagues and the governors. All those responsible for the management of the school are committed to its success. There are very clear systems for the school to plan ahead and rigorous monitoring of how well the school is performing. The number of teachers is average for a school of this type. Their expertise in teaching both their specialist subjects as well as understanding the changing and increasingly complex needs of the pupils and in performing their management duties is significantly enhanced by the training opportunities made available to them. Support staff make a very positive contribution to the overall learning and progress of pupils. Accommodation is good for secondary and Post-16 students but is cramped for two primary classes, where space and storage is very limited. This restricts the choice of learning activities and makes it more difficult for some pupils who find noise distracting. The easy access to resources is also problematical. Overall resources are good. The school is committed to ensuring that it receives best value for money whenever the opportunity arises.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Pupils like school and enjoy their lessons and visits. They are happy to go to school. • The school is welcoming and responds well to any concerns. • Staff are very good at promoting tolerance and at gaining pupils' confidence. • Being able to keep the pupils' high quality annual record of achievement. • Parents level of satisfaction is very high. | <ul style="list-style-type: none"> • More homework for selected pupils with next day marking • More playground supervision for secondary pupils who arrive early in the morning. |

The inspection team agree with the parents' very positive views about the school. The current very flexible homework policy is sufficient to meet all needs by personal arrangement. The school has reviewed its practice with regard to the supervision of secondary pupils on arrival and there is now a rota of staff to supervise secondary pupils who arrive early.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Leadership and management are very effective and significantly benefits the pupils, parents and staff. The leadership of the headteacher is inspirational. A talented deputy headteacher and an outstanding team of staff ably support her. Governors are very well informed.

1. The leadership of the headteacher is inspirational. She is extremely supportive and developmental in her approach to managing her staff, as a result teachers are strongly encouraged to improve their specialist knowledge and this has a very positive impact on the quality of learning across the school. She is ably supported by a talented deputy headteacher. There is an outstanding team of staff. Governors are very well informed. There is a shared vision and clear educational direction. The commitment of all staff to improve is helped by the excellent training provision. The leadership and management of the headteacher, the deputy and senior staff is excellent and is a significant strength of the school.
2. The governors are well informed, supportive and involved in strategic development. They share the headteacher's desire to ensure that the school achieves very high standards in everything it does. All of those responsible for the management of the school are committed to its success. Statutory responsibilities are fully met. The school has an excellent range of procedures for self-evaluation. The school improvement plan is very well reviewed. Subject co-ordinators and senior staff regularly evaluate the quality of teaching and learning as well as the curriculum provided.
3. The school utilises resources, accommodation and support staff very well. There is effective use of small group and individual support for pupils with particular additional needs. There are very clear systems for the school to plan ahead and rigorous monitoring of how well the school is performing. Performance management is well linked to school improvement. Specific grants are used effectively especially those related to professional development. The number of teachers is average for a school of this type. Their expertise in teaching both their specialist subjects as well as the changing and increasingly complex needs of the pupils and in performing their management duties is significantly enhanced by the training opportunities made available to them. Support staff make a very positive contribution to the overall learning and progress of pupils.
4. Accommodation is good for secondary and Post-16 students but is cramped for two primary classes, where space and storage are very limited. This restricts the choices of some teachers and limits some learning activities, also ready access to some resources is more difficult but more importantly makes it harder for some pupils especially those who find noise difficult to cope with.
5. The school is commendably clean and well maintained, as a result pupils and staff are proud of their learning environment. The administration team is very efficient and this enables the school to run smoothly. The school is committed to ensuring that it receives best value for money whenever the opportunity arises and that funds are used wisely, as a result resources are good.

Teaching and learning are consistently very good across the school for all ages and abilities. Staff make learning fun, as a result achievements and progress are very good.

6. Throughout the school the quality of teaching and learning is very good and often excellent. Staff make learning fun. Staff choose interesting and often practical tasks which means the pupils are enthusiastic learners. As a result achievements and progress are very good. Of the forty lessons observed across all ages, involving all of the twelve teachers, none was unsatisfactory, one was satisfactory, nine were good, twenty were very good and ten were excellent.
7. Very good teaching was seen at every key stage and in a large number of different subjects. Very good teaching was observed in English, mathematics, science and personal, social and health education. The skills of communication, including literacy and numeracy are taught well across the school. Excellent teaching and learning was observed in:
 - primary literacy when pictures and symbols were tailor made to help a pupil to start to read and communicate;
 - secondary English when the pace and interesting choice of text motivated pupils;
 - art when pupils designed their own rocket firework and used the computer to write the sound it would make;
 - secondary dance when pupils explored the theme of bullying and were encouraged to express how they felt; and in
 - physical education and in the design technology workshop when pupils worked on a joint project to design a theme park taking responsibility for different aspects; plus team enterprise and religious education with Post-16 students when students and staff explored and were encouraged to consider the different types of families.
8. Particular strengths in teaching are the very good teamwork evident between teachers, support staff and other professionals and the excellent knowledge of the pupils. This ensures that the needs of all pupils are well met. Staff consistently model respect and tolerance of difference and this enables all pupils to thrive. As a result pupils are motivated to learn and remain interested and work hard and so make very good progress.
9. Teaching and learning have improved considerably since the last inspection. Then, there was 16 per cent of unsatisfactory teaching with only 30 per cent judged very good or better. This contrasts with no teaching judged unsatisfactory and in half of the lessons seen identified as very good plus another quarter excellent. The proportion of very good and excellent teaching has more than doubled. It was 30 per cent it is now 75 per cent.
10. Throughout the school, teachers' planning and organisation are of a high quality; teachers plan tasks for the differing levels of attainment and this enables the pupils to participate more readily, so they learn more. For example pupils in the Class 1 (J1) benefit from enthusiastic teaching which provides them with a rich range of learning opportunities. Their efforts are reinforced by the use of regular praise. The continual use of assessment to track their progress ensures that tasks are well matched to the learning needs of the pupils. Space in J2 and J3 is limited but staff work well to maximise its use, however, space restricts the range of choices available for staff and pupils.
11. Staff use praise regularly, and positive relationships encourage pupils to work really hard. They are expected to give of their best and to be as independent as possible.

Staff provide interesting lessons and continually reinforce how they want pupils to respond; as a result the pupils' behaviour is excellent. The National Literacy and Numeracy Strategies have been successfully implemented; staff have adapted their approaches well to the needs of their pupils. This is having a positive impact on standards across the range of curriculum subjects.

12. At the end of Key Stage 4 and Post-16 students benefit greatly from the extended range of external accredited courses they follow. The specialist knowledge of their teachers who teach using high quality resources within well-equipped specialist rooms both in Foxwood School and at a variety of local colleges has a positive impact on the standards achieved.

The school takes really very good care of its pupils, relationships are excellent and so is the behaviour of the pupils. The welfare of the pupils is enhanced by the excellent food provided.

13. Pupils' personal development and the quality of relationships between each other and with adults are excellent. This leads to excellent behaviour and creates interested, hard working pupils who grow in confidence. Pupils' attitudes and attendance are very good, they respond very well to the positive atmosphere in the school and the wide range of interesting activities provided for them.
14. Pupils enjoy coming to school and go into classes eager to start the day. Teachers and support staff work well together to provide a supportive environment in which pupils are keen and eager to learn. Pupils try very hard with their work and many are keen to show adults and visitors what they have done. They join in enthusiastically, celebrating their own and others' successes. In assembly for example, pupils were keen to tell their friends about important activities in which they had participated, one student described his duties during work experience as a forester. Other pupils demonstrated their skills using a laptop presentation about conservation.
15. Pupils with more complex needs respond well to tasks which enable them to experiment and with staff assistance explore resources such as the bubble tube in the sensory room. Older pupils with severe communication difficulties enjoy the high ratio staff support when taught in a small group for most of the week. They enjoy looking at the difference between old and new toys in history. Those pupils with autistic spectrum disorders who are able to follow their individual schedules do so with increasing confidence. As a result they are clearer what is going to happen next and what they are expected to do. Younger pupils in the school respond well to songs in communication sessions, enjoying acting them out. Staff ensure that all get an equal opportunity to make progress in communicating in a 'hello' session. Staff and pupils join in enthusiastically with familiar responses and show how much they enjoy this activity.
16. Post-16 students show increasingly mature attitudes towards the different and varied opportunities provided for them. They respond maturely to the different settings they learn in, often not in the school, with the result that they are better prepared to take their place in the wider community when they leave. They enjoy the privileges that come with being the oldest students and like being able to go over to the nearby leisure centre.

17. The welfare of the pupils is greatly enhanced by the excellent food provided daily. There are regular theme days and both parents and pupils are very appreciative of the efforts of the cook and her team. The pupils enjoy it when their dining areas are decorated and they respond well when they are encouraged to be as independent as possible and show positive attitudes in being sociable

The school offers a broad, balanced, relevant and practical curriculum which fully meets the needs of all its pupils.

18. The curriculum is very good. The school provides a broad, balanced, practical and relevant curriculum that fully meets statutory requirements and the special educational needs of all of the pupils. Appropriate emphasis is given to communication, literacy and numeracy. The school has responded well to the National Literacy and Numeracy Strategies. Information and communication technology is now good and is being actively promoted across the other subjects. The curriculum and the resources chosen are appropriate for the differing ages and abilities of the pupils.
19. The school has fully addressed the key issues concerning the curriculum raised by the previous inspection. In particular, curricular planning and provision for mathematics, music, geography and information and communication technology have been significantly improved. The Post-16 curriculum is now both challenging and tailored to individual students' interests and abilities. Whole-school literacy and numeracy strategies are more deeply embedded and impact positively on standards.
20. Very good improvements in the provision and use of assessment procedures and data analysis has been supportive in helping develop the curriculum. Very effective assessment practices now inform planning. More accurate target setting enable the school to compare its performance with that of similar schools. In addition, the curriculum is now well resourced. The curriculum is effectively monitored by the scrutiny of teachers' planning, pupils' work and records and through classroom observations.
21. The school has extensive links with the community and this, together with the effective relationships with partner schools and colleges extends the opportunities for learning available to the pupils. There is an extensive and excellent range of extra-curricular activities that greatly enrich the pupils' learning experiences. At lunchtime for example, activities include computer and homework clubs, netball, board games and cross-country running. An evening youth club is open to pupils and there are numerous visits and residential.
22. The curriculum meets the needs very well of those pupils with additional needs, such as those pupils with severe learning and communication difficulties and those pupils with autism. Specific approaches adopted enable those who need signs and symbols to use them. In addition a range of speech and language therapists, occupational therapists and medical personnel offer specialist guidance and support. Pupils for whom English is an additional language are well catered for and benefit from an ethos which values diversity and has good models of spoken and written English. There are very effective systems in place for judging and recording pupils' progress.
23. Achievement is recognised and celebrated. The school provides a very good range of highly inclusive and relevant learning opportunities and a good range of external accreditation both at the end of Key Stage 4 and for Post-16 students. These are founded upon accredited academic and vocational education courses that are entirely age-appropriate and highly relevant to the needs of the students. Links with colleges

are extensive and courses such as plastering, tiling and floristry are well established.

24. The quality of provision is well evaluated and progress is closely monitored. Students are fully involved in this process. They are involved in the design of their high quality annual record of achievement and both pupils and parents value these. The school's provision has a very positive impact on the students' personal and social development as pupils are encouraged to plan and assess their own work.
25. Provision for careers guidance is excellent. Health, sex and drugs education is very good, citizenship is also included well. The school also embraces new initiatives, for example work towards the Healthy Schools Award increases the breadth of its curriculum. It has achieved the Career Mark and the Investors in People Award. The various activities and modules build very effectively on students' experience from lower down the school and enable them to apply their understanding in new and different exciting contexts. These include a very wide range of work experience programmes and further education link courses, together with other extra-curricular activities in the local community and further afield. Examples are the current ecological conservation project and the work alongside mainstream college students and those in employment. These show a genuine commitment to the principles of social and educational inclusion.
26. The school's provision for the spiritual, moral, social and cultural development of pupils is very good. The school pays very good attention to the spiritual growth of its pupils, through prayer, celebration and the provision of opportunities to reflect on events in their lives. The staff provide a very supportive ethos for all to gain a clear understanding of the distinction between right and wrong and to adopt a considerate style of living. Provision for social and personal development are excellent and major strengths of the school. Pupils are encouraged to take responsibility and this enables them to grow in confidence and maturity. They are encouraged to see themselves as an important part of the community and to work, achieve and play effectively together. The very good provision for their cultural development is evident in many areas of the curriculum, especially music, art and design and religious education and through the study of the French language and culture. Visits and visitors ensure that pupils are becoming more aware of the diversity and richness of other cultures.

WHAT COULD BE IMPROVED

The necessary areas for improvement have already been recognised by the school. Whilst there are no major issues for the school to address the school improvement plan identifies appropriate areas for continuing development including the much needed turning circle for safer pupil arrival and departure procedures and the provision of greater classroom space especially in the junior department. While there are no major issues for the school to address the school improvement plan identifies appropriate areas for continuing development.

27. These include:

- the much needed construction of a turning circle for safer pupil arrival and departure procedures, the work is due to start very soon;
- greater classroom space, especially in the junior department;
- staff agreeing levels to show pupil progress both within the school and with similar special schools;
- continuing the professional development of all staff to meet the changing and more complex needs of the pupils; and
- being involved and responding to the local education authority special school review.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- a) Keep up the high standards, implement the school improvement plan and continue the planned developments.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 40 |
| Number of discussions with staff, governors, other adults and pupils | 25 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 10 | 21 | 8 | 1 | 0 | 0 | 0 |
| Percentage | 25 | 53 | 20 | 3 | 0 | 0 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Care should be taken when interpreting these percentages as each lesson represents more than two 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 | 96 |
| Number of full-time pupils eligible for free school meals | 26 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 3 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 8 |
| Pupils who left the school other than at the usual time of leaving | 3 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.4 |

Unauthorised absence

| | % |
|-------------|-------|
| School data | 0.013 |

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

There are insufficient numbers to publish attainment at each key stage as there are less than ten pupils in each cohort.

Attainment at end of Key Stage 4 and Post-16

| National Curriculum Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-------------------------------|---------|---------|---------|---------|---------|
| KS4 Teacher Assessment | | | | | |
| English Speaking & listening | 2 | 9 | 1 | - | - |
| Reading | 2 | 9 | 1 | - | - |
| Writing | 3 | 7 | 1 | - | - |
| Mathematics Number | 1 | 3 | 8 | 1 | - |
| Algebra | 4 | - | 9 | - | - |
| Shape and space | 4 | - | 9 | - | - |
| Data handling | 1 | 3 | 9 | - | - |
| Science Scientific enquiry | 3 | 4 | 6 | - | - |
| Life process | 1 | 6 | 4 | 2 | - |
| Materials & properties | - | 8 | 4 | 1 | - |
| Physical processes | 5 | 3 | 5 | - | - |
| Technology Design | 2 | 6 | 5 | - | - |
| Making | 1 | 4 | 4 | 4 | - |
| ICT | 1 | 5 | 6 | - | - |
| History | - | 4 | 7 | - | - |
| Geography | - | 4 | 3 | 4 | - |
| MFL Listening | - | 4 | - | - | - |
| Speaking | - | 4 | - | - | - |
| Reading | - | 4 | - | - | - |
| Writing | - | 4 | - | - | - |
| Physical education | - | 1 | 6 | 4 | 2 |
| Writing | - | 10 | 2 | 1 | - |

| Key Stage 4 | | | Pass | Level 1 | Level 2 | Level 3 |
|---------------------------------|------|----------------|--------------|----------|----------|----------|
| Certificate of Education | WJEC | English | - | 4 | 9 | - |
| | | Mathematics | - | 3 | 9 | 1 |
| | | Motor Vehicles | - | 3 | 2 | - |
| | | Science | - | 5 | 3 | 5 |
| | NEAB | French | 6 | - | - | - |
| | | | Grade | E | F | G |
| GCSE | | Art and design | | 2 | 3 | 1 |

| Key Stage 4 & Post-16 | | Passes |
|---------------------------------|--------------|--------|
| National Skills Profile: | Catering | 5 |
| | Horticulture | 11 |
| | IT (Level 1) | 15 |
| | IT (Level 2) | 22 |
| | IT (Level 3) | 8 |
| | Media | 14 |

| | | |
|---------------------------------|----------------------------|-----------|
| ASDAN Youth Award Scheme | Bronze Level | 10 passes |
| | Further Education Level Up | 6 passes |

| Post-16 | | Entry Level 1 | Entry Level 2 |
|--------------------------|----------|---------------|---------------|
| City & Guilds | Reading | 9 | - |
| | Speaking | 6 | - |
| | Writing | 2 | - |

| | | | |
|--|----------|---|---|
| | Numeracy | 9 | 2 |
|--|----------|---|---|

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Chinese |
| Any other ethnic group |
| No ethnic group recorded |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------|--|---------------------------------------|
| 91 | 8 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 1 | 0 | 0 |
| 0 | 0 | 0 |
| 1 | 0 | 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) | 12.3 |
| Number of pupils per qualified teacher | 7.8 |
| Average class size | 9 |

FTE means full-time equivalent.

Education support staff: YR - Y14

| | |
|---|-----|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week | 452 |

Financial information

| Financial year | 2002/03 |
|--|---------|
| | £ |
| Total income | 900,279 |
| Total expenditure | 946,660 |
| Expenditure per pupil | 9,562 |
| Balance brought forward from previous year | 95,341 |
| Balance carried forward to next year | 51,471 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 2.5 |
| Number of teachers appointed to the school during the last two years | 2.5 |
| | |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.4 |
| 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 | 94 |
| Number of questionnaires returned | 36 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 75 | 19 | 6 | 0 | 0 |
| My child is making good progress in school. | 47 | 47 | 0 | 3 | 3 |
| Behaviour in the school is good. | 44 | 47 | 0 | 0 | 8 |
| My child gets the right amount of work to do at home. | 33 | 25 | 25 | 8 | 8 |
| The teaching is good. | 75 | 19 | 0 | 6 | 0 |
| I am kept well informed about how my child is getting on. | 61 | 25 | 11 | 3 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 67 | 25 | 0 | 6 | 3 |
| The school expects my child to work hard and achieve his or her best. | 69 | 31 | 0 | 0 | 0 |
| The school works closely with parents. | 53 | 42 | 0 | 6 | 0 |
| The school is well led and managed. | 67 | 28 | 3 | 0 | 3 |
| The school is helping my child become mature and responsible. | 58 | 31 | 0 | 3 | 8 |
| The school provides an interesting range of activities outside lessons. | 56 | 33 | 0 | 3 | 8 |