

# INSPECTION REPORT

## **HOLBROOK CENTRE FOR AUTISM**

Holbrook, Derby

LEA area: Derbyshire

Unique reference number: 131323

Headteacher: David Heald

Reporting inspector: Hilary Gannaway  
21527

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> November 2002

Inspection number: 249430

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
Age range of pupils:	5 -16
Gender of pupils:	Mixed
School address:	Portway Holbrook Derbyshire
Postcode:	DE56 OTE
Telephone number:	01332 880208
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Margaret Reeve
Date of previous inspection:	July 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Holbrook Centre for Autism is a special school for pupils with autistic spectrum disorders and severe and challenging behaviours. At present, there are also two pupils with severe learning difficulties. The school was opened in 1997 with primary age pupils and has gradually expanded to include pupils aged from 5 to 16. It is eventually due to cater for pupils and students up to 19. The school presently has places for 35 pupils. Of the 31 pupils on roll, none has yet reached Year 11 and nine have access to residential accommodation on a weekly, or part weekly, basis. There are only three girls on roll, which is not unusual for this type of school. There are no pupils with English as an additional language and the great majority of pupils are of white British background. Pupils come to the school from throughout Derbyshire and the school has a developing outreach provision for mainstream schools. All pupils have statements of special educational needs and attainment on entry is well below that expected of pupils of their age.

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

Holbrook Centre for Autism is an effective school. The consistently good teaching and excellent team work by all staff, combined with a focus on personal development and communication ensure pupils make good, and often very good, progress and achieve well. The school is well led and managed and the new headteacher already has a very good understanding of the way forward. The school provides good value for money.

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

- The development of communication and personal skills is very good. This aids pupils in knowing what is expected of them and as a result their attitudes and behaviour are very good.
- The quality of teaching is good overall and very good for primary age pupils. It has a significant effect on pupils' learning and achievement.
- Teamwork by all the highly skilled staff is excellent. The whole day, whether in lessons, around school or in the residential setting, is seamlessly planned to ensure pupils' needs are consistently met.
- The new headteacher has a very good understanding of the educational direction the school needs to take. He is well supported by governors and a committed staff who are continually seeking to improve and develop pupils' learning.

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

- There is no overview of the curriculum and what pupils should learn. Consequently, it is difficult to evaluate whether the curriculum is broad and balanced.

*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 1998, not long after it had opened, and when there were only 13 primary age pupils on roll. There has been good improvement since then. The few key issues have been addressed, with the improvement plan now firmly linked to finances. Residential accommodation is now adequate for older pupils. Other improvements, such as the development of individual pupil targets and the emphasis on their personal and social development, have ensured that there are good structures and procedures in place to support pupils' learning as the school expands. At the same time, good and very good features, such as teaching, assessment, care of pupils and pupil progress, commended at the last inspection, have been maintained.

## STANDARDS

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

Progress in:	by Year 6	by Year 9	Key	
speaking and listening	A	B	very good	A
reading	A	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*	B	B		

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

Pupils with a wide range of needs continue to achieve well despite the changes in age and the expansion of the school. All pupils, including the few girls, make good progress towards learning targets due to well-focused support from staff with a very good understanding of autistic spectrum disorders. Occasionally, however, targets are not revised appropriately and it is difficult to see progress. In language and literacy, pupils achieve very well throughout the primary phase where activities are particularly suitable to their needs. While achievement in language and literacy is good for secondary age pupils, they would benefit from more secondary focused activities. The school rightly places a high emphasis on improving pupils' communication through the emphasis across the curriculum on ensuring they have access to a range of strategies. Pupils learn to communicate through conversation, gesture, signs, symbols and exchanging pictures. They use these very well to aid their ability to know what is going on, keeping frustration to the minimum. These skills support the very good achievement pupils make in personal and social education. Pupils achieve well in science and mathematics, where teachers emphasise the need for pupils to gain numeracy skills. They increasingly use information and communication technology to help their progress in mathematics and language. The school sets whole school targets for pupil achievement and is using the results to evaluate and raise standards. Recently awards such as the National Skills Profile and Key Steps have been implemented for older pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are keen to succeed. They respond positively to activities and most interact happily with staff. They often concentrate for lengthy periods of time on their tasks.
Behaviour, in and out of classrooms	Very good. Pupils exhibit very challenging behaviours but they react positively to the calm structured approaches used by staff in lessons, at break and lunchtime and in the residential setting. This ensures they gain a great deal from school.
Personal development and relationships	Very good. Given the pupils' special educational needs, relationships with staff are very good. Pupils increasingly develop independent learning skills as they get older and are beginning to share activities with others.
Attendance	Very good. Attendance for both day and residential pupils is well above that for similar schools.

## TEACHING AND LEARNING

Teaching of pupils:	Year 1 - 6	Year 7 - 10
Quality of teaching	Very 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.*

Teaching is good overall. It meets the needs of all pupils well and this has a positive effect on learning. Teaching is very good for pupils in Year 1 to Year 6, because teachers have more experience of teaching this age range thus ensuring pupils receive a very good initial learning experience. Teaching of language and literacy is very good because teachers are confident in their knowledge of language skills and make sure that all pupils are taught through their own individual programmes. The teaching of science and mathematics is good, with numeracy being very good. Teaching of communication skills in general is of a high level. Teachers spend a great deal of time ensuring pupils have access to the best means of communication for them. As a result, pupils learn to use signs and symbols and this contributes significantly to their independence and self-esteem. In personal, social and health education, high quality experiences are planned throughout the day to extend personal and social skills and aid communication. Relationships are very good. Teachers and education care officers manage pupils' behaviour very well and this results in pupils being motivated to complete set tasks.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Learning opportunities are satisfactory with a good emphasis on language and mathematics. While the developmental curriculum is relevant to most pupils' needs, it is less so for secondary pupils. Planning is not based on access to the National Curriculum. There is a lack of a specific curriculum framework or content within which the curriculum is planned. This makes it difficult to be sure that there is breadth and balance, especially in science and the foundation subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual and cultural development is good. Moral and social development is very good and effectively contributes to pupils gaining high levels of social achievement for their degree of autism. Personal development is promoted very well throughout the day and in the residential setting.
How well the school cares for its pupils	Very good. Pupils feel safe and secure in the school because staff are vigilant at all times. Pupils' needs are assessed very well and personal and academic progress is monitored effectively on an individual basis. Advice and support provided to mainstream schools is highly valued.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The new headteacher, through his monitoring, already has a very good understanding of the educational direction the school needs to take. All staff work exceptionally well as a team to ensure pupils have every opportunity to learn. However, due to the way the curriculum is organised, the role of subject co-ordinators is underdeveloped.
How well the appropriate authority fulfils its responsibilities	Good. Governors are effective in supporting the school. They have a good understanding of autism and are very involved in school target setting, through which they monitor pupils' progress.
The school's evaluation of its performance	Good. Monitoring of planning and teaching is in place. School targets are relevant and realistic. There are good arrangements to identify the gains pupils make.
The strategic use of resources	Good. The school uses its resources well to support pupils' achievement. Educational priorities for improvement are suitably supported through good financial planning.

The school obtains resources at a competitive price. It consults parents and mainstream schools for whom it provides an outreach service.

## 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.</li><li>• They consider that the quality of teaching and the progress pupils' make is good and that staff have high expectations.</li><li>• Parents feel staff work well with parents and they can share concerns with staff.</li><li>• The school is well managed and led.</li><li>• The school helps their children to become responsible.</li></ul>	

Inspectors agree with the overwhelmingly positive views expressed by parents. Parents think highly of the school and are pleased with the academic and personal progress their children make.

## **PART B: COMMENTARY**

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

**The development of communication and personal skills is very good. This aids pupils in knowing what is expected of them and as a result their attitudes and behaviour are very good.**

1. Throughout the school, there is a very comprehensive use of augmented communication such as signs, symbols and pictures to support learning and personal skills. There is an emphasis by all staff on making sure all pupils are able to use and understand forms of communication appropriate to their needs. This ensures pupils use these skills very well to aid their ability to know what is going on. As a result, pupils have an equal access to activities throughout the school day and opportunities to acquire a range of skills they will need for life. They enjoy coming to school and this is reflected in the high attendance, maintained since the last inspection.

2. Staff very successfully use a wide variety of ways to communicate with pupils because they are confident and flexible in their use of different strategies and know their pupils' needs. This makes sure pupils effectively join in lessons, often showing enthusiasm. Staff use very precise language combined with gesture and signs to instruct pupils so they know what they need to do. For example, very specific communication using gesture and signs, combined with a sensory approach, during a Year 1 and 2 lesson, focused younger pupils well. This helped them to successfully participate in a practical Diwali activity. Staff are careful to give pupils time to respond. This encourages good interaction with staff. It also reinforces the pupils' ability to turn take, as in a Year 6 mathematics lesson where pupils were keen to take part and eagerly took turns during a game of colour matching.

3. A range of visual cues such as visual timetables and objects of reference are used to show younger pupils what will be happening during the morning. These are then repeated before the activity so that pupils are not anxious and are keen to do well. This helps them move independently to their individual work straight away so that they start work quickly and make progress, for example in recognising symbols and signs. Pupils work very effectively on their own at individual activities because work has been clearly explained.

4. Communication is helped by very good relationships where staff get pupils to listen to, and value, each other. Pupils respond to being given clear directions and responsibilities. For example, Year 6 pupils know that they must put symbols away when they have finished a task, while Year 2 pupils help organise their snack time, using symbols to choose what they wish to eat.

5. These forms of communication are not just used in lessons. All staff are very active in communicating and engaging with pupils. Throughout the school, pupils are given choices and encouraged to communicate their answer. Pupils move to break and lunch quietly with their picture exchange books. They use these so they can easily make their wishes and choices known to other pupils, as well as staff. These sessions provide very good experiences for pupils to collaborate and share, due to the way they are organised and the very good understanding of needs by staff. The same phrases are often used by staff so pupils are secure, confident and know what is expected. Although most prefer solitary play, there are instances of positive interactions between pupils. For example, during one break a pupil used a picture to indicate to another that he wished to use the bike and the other pupil let him have a turn.

6. Lunchtime eating programmes encourage pupils to widen their knowledge of different foods. Pictures and symbols are used so pupils know what they are going to eat. Pupils use their picture exchange books to indicate choice while those with verbal skills are encouraged to use conversation to express preferences, comment on choices and say what they like. Some older pupils help themselves to food, hold social conversations and sit together appropriately round the table, being as autonomous as possible. This is repeated at breakfast and tea where the atmosphere is calm and a range of self-help skills are reinforced. In assembly, most pupils join enthusiastically in singing either vocally or by signing. All these skills are further enhanced for residential pupils when they go to a youth club and eat out in restaurants. This helps them learn how to successfully face up to new situations, including how to behave in different settings.

7. Pupils cooperate and try to communicate because staff select practical activities relevant to their needs and work with them on feelings and emotions. This is appreciated by parents. They consider their children are happy to come to school and feel secure in the centre. Very good behaviour is reinforced by structured routines, detailed behaviour plans and high levels of communication where staff praise pupils for good effort and spend time clearly indicating ways they can manage their behaviour. This makes a highly significant contribution to pupils' progress, both in learning and personal skills.

8. This firm emphasis on communication, allied to pupils' personal skills' development aids pupils to begin to learn how to manage their autism. Strongly supported by personal, social and moral development, pupils' attitudes improve dramatically as they move through the school. Pupils progress very well in responding to others. They acquire higher levels of independence and increased self-esteem, often use the school environment and wider community effectively for activities.

**The quality of teaching is good overall and very good for primary age pupils. It has a significant effect on pupils' learning and achievement.**

9. Teaching is consistently good with seven out of ten lessons being good and over three out of ten very good. No unsatisfactory teaching was observed. The quality of teaching has been sustained well since the last inspection when the school was smaller, had fewer teaching staff, and only had pupils of primary age. Parents commented positively on the teaching and felt that although progress takes place in small steps it is clear to them that their children are making progress.

10. Teaching is very good for pupils in Years 1 to 6 because teachers have a great deal of experience of teaching this age group and plan very suitable experiences. While teaching is good for pupils in Year 7 to 10, there are occasions when more primary methods more suited to younger pupils lead to a lack of both challenge and age appropriate activities.

11. Based on observations, a scrutiny of work, planning and records, teaching is very good in personal, social and health education where staff take every opportunity to effectively reinforce life skills. Teaching of language and literacy is very good because teachers are confident in their knowledge of language skills and make sure that all pupils have their own very specific programmes. It is good in mathematics and science but is very good when teaching numeracy, particularly to younger pupils. This is because a range of resources, including information and communication technology, is used to keep pupils motivated. Older pupils benefit from applying mathematics in real life situations. Numeracy and literacy, along with all aspects of communication, are very well supported and integrated into all aspects of school activities. Through their increasing ability to communicate, pupils make good gains in learning along with increased confidence and independence as they get older. This ensures that teaching meets the needs of all pupils well.

12. Teachers know their pupils very well and have a clear understanding of their special educational needs. They generally use this knowledge well to plan structured individual work for pupils, taking good account of their differences in ability. This has a positive effect on learning because it motivates pupils to complete work. Teachers are also skilled at using a variety of strategies appropriate to pupils with autistic spectrum disorders such as picture exchange techniques and, increasingly, structured programmes. This ensures tasks are appropriate; pupils concentrate well and enjoy being active learners. Individual personal learning targets are referred to throughout lessons and assessed very well so it is easy to see the progress made. As a result, staff are able to change targets when they need to.

13. Teachers and education care staff have high expectations of behaviour. A significant strength of teaching is the knowledgeable way staff manage pupils, many of whom have very challenging behaviours. Most pupils benefit from consistent routines in highly structured learning environments. This, combined with calm reinforcement of what is expected in lessons, means that pupils spend most of their time focused on work. They understand routines very well and little time is lost. For example, in one mathematics lesson for Year 4 pupils, well-rehearsed routines and learning supported by clear instructions and visual cues, meant pupils knew what they had to do. They confidently moved from activity to activity with little fuss, settling to work well.

14. Individual work, combined with well planned and focused support, results in all pupils making good and often very good progress towards their learning targets. This helps to underpin the good achievement of pupils across the curriculum. A good range of appropriate resources provides a variety of highly stimulating sensory experiences for the youngest pupils. For example, in a lesson on Diwali pupils enjoyed experiencing different textures and all joined in smelling and trying different spices.

15. A feature of most lessons is the consistent mixture of individual and group work to encourage interaction and address personal learning needs. High quality relationships, where staff communicate clearly, give pupils many opportunities to interact with staff. Prompt praise ensures they are left in no doubt when they have achieved an objective and this helps them remain motivated during intensive individual sessions. For example, in a secondary mathematics lesson, where pupils were working intensely using a variety of methods to count, praise was used well to signal that they had the sum correct.

16. In the best lessons, very well organised activities are short, frequently changed and aimed at challenging and moving pupils on so that they do not lose motivation. This is aided by teachers signalling the beginning and end of activities very well, such as in an intensive language and literacy session for a Year 3 class. This resulted in pupils making gains in reading and pre-writing skills.

17. Education support officers are well trained and skilled in direct work with individual pupils. They work consistently with teachers to ensure pupils are focused on learning and their contribution is highly valued by pupils and teachers alike.

**Teamwork by all the highly skilled staff is excellent. The whole day, whether in lessons, around school or in the residential setting, is seamlessly planned to ensure pupils' needs are consistently met.**

18. The school considers it is important for pupils to experience consistent routines at all times in order to ensure they feel secure and confident whether in lessons, around the school or when those who are residential are handed over to the care staff. The nature of pupils' special educational needs also means that the school wishes to make sure that learning, whether academic or personal and social, continues at every opportunity. In order to

accomplish this, the school has organised an impressive range of in-service training for teachers, education care officers and midday supervisors. This has resulted in excellent team work that benefits pupils at all times.

19. All staff have had training for example, in picture exchange techniques so they know how to communicate appropriately with pupils. Staff are very enthusiastic about the school, and the training and development they have received. As well as performance management for teachers, other staff are appraised. This has resulted in staff feeling highly valued. The wide range of skills acquired has resulted in every one valuing each other and their contribution to pupils' learning. It also means that staff feel there is always someone to turn to if there are difficulties and this gives them confidence. As a result the care of pupils in school is very good and parents are very appreciative of this.

20. All staff work exceptionally well together to provide a seamless transition between lessons and out of lesson activities. This ensures pupils benefit at all times from purposeful activities. Teachers and education care staff plan very successfully together so that education care staff know what they will be doing in lessons. As a consequence, their work with individual pupils and small groups is highly effectively. At the end of the day, staff review together to evaluate what pupils have done and set new objectives. Education care staff also attend staff meetings so they understand the school's priorities and have an input into future targets. The speech and language therapist makes a valuable input working in class and contributing to individual education plans.

21. Break is used as extension of physical and personal development. Excellent team work between teachers and education care staff at break ensures pupils experience a very well thought out range of physical activities aimed at developing sharing, turn taking and other social skills. Activities are very well organised, often by highly skilled support staff, so no time is wasted. Pupils are encouraged to be actively involved with staff and each other at all times. Sessions are very well supervised, adults signal when break is finished and pupils follow routines without fuss.

22. Lunch times are a very pleasant experience. Because of their special needs, some pupils will only eat certain foods. Education support staff and midday supervisors are highly skilled and confident when implementing the eating programmes in a way that is positive for pupils. Along with the kitchen staff, they ensure a very good atmosphere in which pupils can relax. This is due to their confident understanding of how to work with individuals, during which pupils are encouraged to express choice and interact where appropriate.

23. Similar teamwork is evident at breakfast and tea for residential pupils with residential care staff consistently following the same routines. Residential care staff attend reviews with teachers and parents. As well as implementing care plans, they know the pupils' individual targets and work towards them. Handover routines ensure they are aware of pupils' needs on a daily basis. Close working with school staff leads to residential activities that are organised in such a way that, although less structured than school, provide a similar range of activities for pupils. For example, these include access to awards such as the National Skills Profile in social skills and personal hygiene, which supports similar accreditation in school. Staff organise a wide range of evening activities that complement and build on school tasks such as eating out, the cinema and attending a youth club. These also support pupils' moves to independence. Advice from the speech and language therapist means that residential staff understand how best to communicate with pupils when playing games or out in the community. They appreciate the helpful ideas that she provides on social situations.

24. Team work outside school involves the outreach teacher who works effectively with a range of mainstream schools to support pupils with autistic spectrum disorders. The teacher

provides general in-service training on wider issues to do with autism as well as on specific activities such as social stories. Advice and training is also given on working with individual pupils and managing their behaviour. Questionnaires and discussion with a mainstream special needs co-ordinator show that this service is highly valued by the schools. They feel they are well supported by this provision and that it gives them the confidence and skills to work with these pupils.

**The new headteacher has a very good understanding of the educational direction the school needs to take. He is well supported by governors and a committed staff who are continually seeking to improve and develop pupils' learning.**

25. Improvement has been good since the last inspection when the school had only been open a year. The increase in the numbers of pupils admitted and the expansion into secondary education has been carried out carefully so that the priority to ensure all pupils receive a suitable education can be maintained. This has been achieved because improvements have been underpinned by good strategies and by procedures that are understood and followed by staff.

26. Recently, the school was without a substantive headteacher for a year. However, good leadership has been sustained due in part to the efforts of the deputy headteacher, who as acting headteacher effectively maintained the educational direction. Developments continued to take place and standards were maintained.

27. Management of the school is good overall. Daily procedures are very good and effectively support all staff in their ability to do their jobs smoothly and efficiently. Staff are very effectively deployed in the classroom and around school. However, the senior management team is not yet fully functioning and, due to the way the curriculum is organised, subject co-ordinators' roles are restricted.

28. Although the present headteacher has only been in post for six months, he has already been proactive in gaining a very good overview of how the school works through his monitoring and evaluation of all aspects of the provision. He has a clear view of the educational direction the school needs to take. He understands the developments needed to support this and ensure the increasing number of pupils continue to receive an effective education and the school continues to be a successful centre for autistic spectrum disorders.

29. He has achieved this by observing all teachers and working alongside staff to gain an understanding of what goes on in the classroom. He has also seen all planning and pupils' targets as well as chairing individual education plan and annual review meetings where parents are consulted on pupils' future needs.

30. The school improvement plan was constructed before the present headteacher was in post and is nearing the end of the present cycle. It has clear goals and has been well used to promote change and maintain standards. It has ensured that the headteacher has been able to continue necessary developments while gaining his understanding of the school's strengths and weaknesses.

31. In this, he has been well supported in a number of ways by governors and staff. Governors have a good overview of the school as they have overseen the expansion of the provision. Since the school began, they have been heavily involved in developing the accommodation, resources and the direction the school needed to take, thus providing a good source of knowledge for the new headteacher. Governors are kept well informed and are committed to seeing that pupils' needs are paramount. They have a suitable

understanding of the school's future needs because they are very involved in the setting and monitoring of school targets and the school improvement plan. Overall, governors have a good understanding of autistic spectrum disorders, although they are less secure on curricular issues. They have an appropriate range of committees within which to discuss aspects of the school. The chair of governors has been particularly supportive by being regularly available to discuss issues with the new headteacher.

32. The range of qualifications and experience of all staff enables the school to meet the diverse needs of pupils well. All staff are highly committed, work exceptionally well together and there is a shared commitment to ensure pupils receive the best possible education. Staff development is considered important and given high status. Staff look at professional development in terms of school needs and benefit to pupils. They are very supportive of the new headteacher. Staff feel that, although the school continued to develop during the time there was no substantive headteacher, the new headteacher has brought a new sense of direction to the school. They feel he is empowering of staff, encourages teamwork and is approachable and supportive, which helps their confidence. In turn he values their expertise, consults them and is willing to listen. Parents made similar comments at the parents' meeting.

### **WHAT COULD BE IMPROVED**

**There is no overview of the curriculum and what pupils should learn. Consequently, it is difficult to assess whether the curriculum is broad and balanced.**

33. Central to the school's work is the drive to promote pupils' personal development. This includes meeting their learning needs, all of which are identified on the *key target* planning sheets. In terms of progress, pupils make good and often very good progress towards these targets, although the targets themselves are not always achieved by the end of term. Overall, the school is successful in meeting pupils' personal learning needs.

34. Until the new head teacher took up his post, the school believed that all pupils were disappplied from the National Curriculum. As a result, curriculum planning is not based upon the pupils' entitlement to this and there is no proper curriculum framework or context in which the school's work is carried out.

35. Instead, the school has adopted a developmental curriculum that is divided into similar areas of learning as the Foundation Stage Curriculum. Staff have used this to produce schemes of work that are actually banks of levelled statements, targets and experiences. Recently, these have been set against P levels. Pupils are assessed against these, and targets are set in each learning area appropriate to their level of skills. Pupils work towards these targets in lessons and make good progress in relation to them. The school is therefore addressing what the pupils should learn next, but not how it relates to an overall curriculum framework.

36. This developmental curriculum provides a clear means of access to the National Curriculum. However, the school recognises that when pupils achieve the highest level in this curriculum, the school does not incorporate working at Level 1 and above of the National Curriculum. Instead of moving into the National Curriculum, further extension levels are planned. These are used in conjunction with the National Skills Profile and Key Steps accreditation for some older pupils. Accreditation is not, however, offered to all pupils, only those who are considered of higher ability and some pupils therefore miss out on the opportunities this could present to them.



37. Although all subjects are taught through the areas of learning, there is no system to show through which subjects or topics, pupils' learning needs will be met. This means that meeting these needs is done without an overview, and is not part of a clear, overall plan. At present, there is no system to assure the breadth and balance of the curriculum, or to say which parts of the National Curriculum programmes of study will be covered over a given time span. Theme weeks support and give a focus to subjects such as a modern foreign language and cultural development. However, those subjects such as science, design and technology, history and geography which are taught under the heading of *knowledge and understanding* lack breadth, with science being particularly underemphasized. Taking science as an example, there is no overall plan to say when particular topics such as plants, animals and changing states will be studied and revisited over a pupil's time at Holbrook. The balance of time spent on most subjects is unclear, as is the reasoning for when they are taught. There are no systems in place to monitor this. This means that there is no assurance that statutory requirements will be met, or that pupils will be given a sufficiently broad and balanced curriculum.

38. Whilst there is no need at primary level for the timetable to be subject-based, at present there is little difference in the way primary and secondary pupils are taught and it is difficult to see progression in subjects.

39. The current system of meeting pupils' personal learning needs works well but this system needs to be supported by setting it in a proper curricular framework which meets statutory requirements and provides for the full curriculum entitlement of both primary and secondary pupils.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. The headteacher and governors need to:

Improve the curriculum by:

- providing a framework for the curriculum based on the National Curriculum, through which subjects and topics are progressively taught;
- improving the balance and breadth of the curriculum, through:
  - i) monitoring to ensure appropriate coverage of the whole curriculum throughout the age range taught;
  - ii) developing the role of subject co-ordinators so they can expand the monitoring and evaluation of their subject;
- ensuring secondary age pupils have access to:
  - i) a curriculum and resources that are appropriate to their age and needs;
  - ii) a broader range of accreditation suitable to the needs of all older pupils.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	9	7	0	0	0
Percentage	0	33	38	29	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	31
Number of full-time pupils known to be eligible for free school meals	5

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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

### Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.3	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***

### ***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	30	0	0
White – Irish	0	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	1	0	0
Asian or Asian British - Pakistani	0	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	0	0	0
Black or Black British – African	0	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	0	0	0

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

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

### ***Financial information***

#### **Qualified teachers and classes: Y1 – Y 10**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	3.4
Average class size	5

*FTE means full-time equivalent.*

#### **Education support staff: Y1 – Y 10**

Total number of education support staff	13
Total aggregate hours worked per week	390

Financial year	2001/2002
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	£
Total income	819820
Total expenditure	783809
Expenditure per pupil	23053
Balance brought forward from previous year	64428
Balance carried forward to next year	100439



### ***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	3
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	31
Number of questionnaires returned	24

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	74	17	4	0	4
Behaviour in the school is good.	59	23	5	0	14
My child gets the right amount of work to do at home.	50	19	6	0	25
The teaching is good.	83	13	0	0	4
I am kept well informed about how my child is getting on.	79	17	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	77	18	0	0	5
The school works closely with parents.	79	08	0	0	13
The school is well led and managed.	75	17	0	0	8
The school is helping my child become mature and responsible.	81	10	5	0	5
The school provides an interesting range of activities outside lessons.	77	14	0	5	5