



# New Fosseway School

## Inspection Report

**Unique Reference Number** 109393  
**LEA** Bristol, City of  
**Inspection number** 278187  
**Inspection dates** 20 October 2005 to 21 October 2005  
**Reporting inspector** Jacque Cook RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Special	<b>School address</b>	New Fosseway Road
<b>School category</b>	Community special		Hengrove
<b>Age range of pupils</b>	6 to 19		Bristol BS14 9LN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 9030220
<b>Number on roll</b>	77	<b>Fax number</b>	0117 903 0221
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mark Armstrong
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Mrs Val Davis

<b>Age group</b> 6 to 19	<b>Inspection dates</b> 20 October 2005 - 21 October 2005	<b>Inspection number</b> 278187
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

The upper school and lower school are on two separate sites, about a mile and a half apart. Most pupils have severe learning difficulties. Fourteen have profound and multiple learning difficulties and 12 have autistic spectrum disorders. Six pupils are from minority ethnic backgrounds. Two are from homes where English is an additional language and are at the early stages of learning English. Seven pupils are in the care of the local authority.

The new headteacher was appointed in September 2004 and the deputy in April 2005. During the last year, considerable disruption has been caused by building works and a high turnover of temporary teachers in one class. Also, the headteacher has frequently been offsite due to involvement in the proposed new build for the upper school.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The inspectors agree with the school's view that New Fosseway is an effective school. The good quality of teaching and learning leads to pupils achieving well, particularly in English, mathematics and personal, social and health education (PSHE). However, progress in science is slower.

Pupils have positive attitudes and make particularly good progress in developing independence, preparing them well for adult life. Behaviour is satisfactory because a few older pupils with autistic spectrum disorder show very difficult behaviour. This is not always managed effectively and slows their progress. The curriculum is satisfactory and is broadened well through a range of interesting activities. The quality of care, guidance and support is satisfactory, although there are health and safety problems at the lower school site. Leadership and management are satisfactory and have enabled standards to be maintained, even though much time has had to be spent dealing with problems this year. Value for money is good. Good improvements have been made since the last inspection and the school has a good capacity to improve further.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The inspectors agree with the school's view that the Post-16 provision is good. Students are achieving well because the quality of teaching and learning is good. They are making good progress towards gaining awards and are also mastering skills that will help them in the work place. They enjoy shopping for and preparing meals and making choices about what they would like to do. The curriculum is satisfactory and is being improved, with college courses being sought for less able students. Care and guidance are satisfactory and students are supported well to make the right decisions about their lives. Leadership and management of Post-16 are satisfactory. The co-ordinator is making improvements and forming effective links with other special schools and with colleges.

## **What the school should do to improve further**

- develop strategies to improve the very difficult behaviour of a few pupils with autistic spectrum disorder in the upper part of the school
- improve pupils' achievement in science
- remedy the health and safety problems at the lower school.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well. Many make very good progress in English, mathematics and PSHE. This is because these areas have been a focus for the school and work is well matched to the needs and abilities of the pupils. Communication skills are improved particularly well through a range of successful strategies. Progress in science, which has not had the same attention, is satisfactory.

Last year, challenging targets to improve pupils' learning were partially met. This year, through using the analysis of information from regular assessments to pin-point where additional work needs to be done, the school is on track to achieve a higher success rate.

There is no significant difference between the rate of progress made by boys and girls, and pupils from minority ethnic groups achieve as well as their peers. Pupils who are in public care make good progress although, very occasionally, difficulties outside school impede their learning.

Pupils with autistic spectrum disorder in the lower part of the school make good progress. Their behaviour has been improved. Even though a few have been in the school for just a short time, they already sit together as a group as well as working independently. However, in the upper part of the school, pupils with autistic spectrum disorder do not always make the progress they should. This is partly because, last year, inconsistent approaches were adopted by several temporary teachers, leading to difficult behaviour. This continues to impede their learning.

## **Personal development and well-being**

### **Grade: 2**

The personal development of pupils is good. They make good progress in their spiritual, moral, social and cultural development. Their cultural awareness is particularly good and there are strengths in the way they develop their independence, learning to make choices and express opinions.

Parents confirm that their children enjoy coming to school and, as a result, attendance is good. Most pupils behave well, are polite and well mannered and join in activities with enthusiasm. A few pupils, however, have difficulties controlling and improving their behaviour.

Pupils are proud of their school, contributing positively to the community and welcoming warmly a wide range of visitors. They are pleased when chosen to serve on the school council and take responsibilities, such as recycling waste paper, seriously.

Many pupils have a clear understanding of how to keep themselves and others safe; however, a small number do not and continue to need supervision. Pupils choose healthy options at dinner time because food is attractively presented and appetising.

Outdoor activities at lunch time encourage co-operative play and an active lifestyle. However, difficulties at the lower school site restrict the range of equipment, and therefore the activities, provided.

Good progress in learning basic skills, especially the ability to communicate in a variety of situations, prepares pupils well for the future. Older pupils learn about aspects of work as they collaborate in projects such as selling planters which they have decorated and planted. Some students have the added responsibility of work experience.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good, particularly in English, mathematics and PSHE. This is because teachers are very clear about what needs to be taught and pitch the work at the right level for the pupils. Good record keeping helps to ensure that progress is made from one year to the next. Teachers are increasingly providing clear introductions to lessons.

Pupils learn well because they are supported effectively. The teamwork of the staff ensures there are high expectations. Pupils build strong relationships with staff and try hard to please them. They say they enjoy being told they have got their work right. Teachers have a good system for recording pupils' progress and use questions very well to check understanding.

Teachers are good at teaching pupils with profound and multiple learning difficulties using the senses to help learning. Occasionally, however, lessons are ended too soon, losing valuable teaching time.

Pupils with autistic spectrum disorder in the lower part of the school are taught well. Good, consistent use of specialised methods helps the pupils to focus on what they are learning. In the upper school, there is less expertise and, at times, pupils' behaviour becomes very difficult.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and provides for pupils of different ages and abilities within each class. There is a good emphasis on teaching PSHE and the basic skills of literacy, numeracy and information and communications technology (ICT) throughout all lessons. Plans of what is to be taught and records of what pupils have achieved are used well to ensure that pupils build on their learning from year to year. The curriculum for pupils in the lower school is broadened through links with the local primary school. There are instances, particularly in the lower school, where time is lost, for example, because preparation for lunch starts too early, but the school is beginning to tackle this issue.

The deficiencies in the accommodation at the lower school limit physical activities and the easy use of technology. The school works closely with staff from a range of agencies to meet the individual needs of pupils.

The curriculum for Post-16 students is satisfactory and is a current focus for development. A good element is the afternoon 'taster' session where all the students have a choice from activities such as environmental studies or leisure activities. This broadens their learning. Many students benefit from a choice of college courses. However, this opportunity is not available to those students with profound disabilities.

Additional learning opportunities are varied and often imaginative. Theme weeks work very well. Whole-school trips, for example, to Westonbirt Arboretum, help to bring the school community together as well as providing a wealth of learning opportunities. Visiting artists, musicians and drama groups enrich the curriculum and broaden pupils' horizons. Very good additional sporting activities, including orienteering and riding, challenge pupils physically and socially.

## **Care, guidance and support**

### **Grade: 3**

There is satisfactory provision for care, guidance and support. The good personal, social and health education and citizenship programme contributes well to pupils' personal development and well-being. Guidance and advice for pupils are good and prepare them well for when they leave school. The school closely monitors the well-being of pupils in the care of the local authority.

Child protection issues are taken seriously. Staff have been trained so they understand what to do should they have concerns. Arrangements appropriately form part of induction for new staff. Procedures are strengthened by weekly sessions when each class team discusses the welfare of pupils and passes on any concerns.

The school works hard to ensure that it provides a safe working environment. Risk assessment procedures are generally carried out and used well. Occasionally, however, risks such as those associated with obsessive behaviour are not assessed adequately. Unsatisfactory aspects of the accommodation at the lower school and some well documented health and safety problems restrict what staff and pupils are able to do.

Most parents are clearly very pleased with all the work of the school. A few, however, are rightly concerned about the behaviour of a very small number of pupils in the upper school. Very detailed individual plans to improve this very difficult behaviour provide clear guidance to staff.

However, urgent improvements are necessary to prevent and, where necessary, to deal with extreme behaviour as, at present, there are too many incidents where staff are hurt.

## **Leadership and management**

### **Grade: 3**

The school has been through a very difficult year. This has taken up a lot of the time and energy of the new headteacher and the senior management team but their overall leadership and management are still satisfactory. The co-ordination of English, mathematics and PSHE is particularly successful and an effective monitoring system has helped to maintain high standards of teaching and learning. However, because monitoring has only just started this term, weaknesses in the teaching of pupils in the senior class for pupils with autistic spectrum disorder have not been remedied.

A commercial recording system is enabling pupils' progress to be monitored well in many subjects. This has enabled weaknesses, such as standards in writing, to be identified and addressed. Further use of this system is planned.

The school's evaluation of its strengths and weaknesses is largely accurate. Good new arrangements to involve pupils, staff and governors in selecting priorities for the school improvement plan have made a major contribution to moving the school forward. Progress towards targets in the plan is clearly monitored and evaluated. However, it contains too many priorities and does not have sufficient focus on raising standards. For example, there is no reference to the need to improve the unsatisfactory behaviour of a few pupils or to raise standards in science.

The governing body supports the work of the school but does not have sufficient first-hand evidence of the school's effectiveness.

The school has tackled all the issues raised at the last inspection successfully and some significant improvements have been made in the past year. Most pupils are achieving well, the quality of teaching is good overall and there is clear leadership. Staffing is more stable this year.

Value for money is good and the school, strengthened by the positive leadership of the headteacher and the newly appointed deputy headteacher, is well placed to make further improvements.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	3
<b>How well are learners cared for, guided and supported?</b>	3	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

New Fosseway School Hengrove Bristol BS14 9LN

21st October 2005

Dear Pupils and Students,

Thank you very much for making us so welcome when we visited your school recently. We enjoyed seeing you working and feel we learnt a lot about your school. We would like to say a big thank you to those of you who told us about your school.

This is what we liked about your school

- you try hard and like being at school
- you do well in your lessons, especially in English, mathematics and PSHE
- your teachers and support staff are good at helping you to learn
- as you get older, you do more things without help
- you learn a lot from visits out of school and from people who visit and work with you
- your headteacher and the staff are making improvements to the school.

What we have asked your school to do now

- help the few pupils who do not always behave well
- help you to do better in science
- deal with the problems with the building at the lower school.

With best wishes,

Jacque Cook (Lead Inspector) Mary Vallis (Team Inspector)