



# Glendene School & Community Arts College

Inspection Report

**Unique Reference Number** 114346  
**LEA** Durham  
**Inspection number** 279370  
**Inspection dates** 2 February 2006 to 3 February 2006  
**Reporting inspector** Mr Alan Tattersall

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

<b>Type of school</b>	Special	<b>School address</b>	Crawlaw Road
<b>School category</b>	Community		Easington Colliery
<b>Age range of pupils</b>	2 to 19		Peterlee, County Durham
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 5270304
<b>Number on roll</b>	155	<b>Fax number</b>	0191 527 2230
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Ian Prescott
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mr Eric Baker

<b>Age group</b> 2 to 19	<b>Inspection dates</b> 2 February 2006 - 3 February 2006	<b>Inspection number</b> 279370
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Glendene is a large maintained special school for pupils aged from 2-19. It is located in Easington Colliery and serves the whole of Durham County. Pupil numbers have increased considerably since the last inspection. There are nearly three times as many boys as girls. It has recently become a community arts college. Pupils' learning difficulties are mainly moderate, severe and profound and multiple learning difficulties. The school has designated provision for primary and secondary pupils with autistic spectrum disorder. Nearly 76% of pupils receive free school meals, which is a very high proportion. Five children are looked after. There are two pupils from minority ethnic groups. They do not have English as their first language. The school has applied successfully for several national awards to recognise its achievement in art and as a healthy school. Building improvements are taking place.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree with the school's evaluation that its overall effectiveness is good. Effective leadership and management have enabled the school to make good improvements since the last inspection. It is well on track to continue to make further improvements. Teaching is good and, consequently, pupils progress and achieve well. Achievement and provision in the Foundation Stage are good. Pupils throughout the school make consistently good progress. They are prepared successfully for leaving school. Pupils' attitudes to learning are good. They enjoy school and behave outstandingly well. Pupils appreciate the importance of healthy living. Their spiritual, moral, social and cultural development is good. The curriculum is good. The level of care provided for pupils and students is excellent. The support for pupils is good. The tracking of academic progress is good but the school does not have similar detailed systems to check pupils' personal development to improve their skills further. The school's self-evaluation procedures are effective but pupils' contribution to this is limited. The school gives good value for money.

not applicable

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

### **Grade: 2**

The provision for students in the sixth form is good. This matches the judgement of the school. Due to good teaching, students make good progress in developing their basic literacy, numeracy, and information and communication technology skills. The staff who work with students are a very strong team. They match the experiences they provide for students well to their learning needs. Students receive very good support. A particularly strong feature of many lessons is the way that staff plan activities that require students to use their senses of touch, hearing, sight and smell. This ensures that, irrespective of their difficulties, all are fully involved in lessons. Links with the local college enrich pupils' learning well and add a great deal to pupils' experiences. These links provide opportunities for them to excel in areas such as music and dance. As a result, students are really happy and stimulated by the activities provided for them. The small accommodation does limit the opportunities for students to practise a few skills that are useful for living an independent life. Nevertheless, students are well prepared for moving on to the next stage in their lives.

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

- Enable pupils to contribute to school improvement.
- Improve procedures to track pupils' personal development to measure the effect of new initiatives on this aspect of their learning.

## **Achievement and standards**

### **Grade: 2**

Children start school with standards in literacy, language, mathematics, and personal skills below that expected because of their learning difficulties. They achieve well in the Foundation Stage. Pupils build successfully on this good start as they move through the school. A major reason why pupils make good progress is that each one receives support matched to their needs. No group of pupils is making significantly different progress from any other. The school's good assessment systems to track their progress in subjects show that pupils achieve well throughout their time in school. This is the result of effective teaching. Pupils' targets and the standards that they are expected to achieve are based well on what each has learnt before. Pupils' success in achieving the demanding targets reflects the high expectations of the school for them. Pupils' good achievement in the basic skills in English, mathematics and information and communication technology enables them to learn in other subjects effectively. All pupils achieve well in award scheme development and accreditation network and several obtain GCSE and vocational qualifications by the time that they leave school. Pupils achieve well in art. The standards that pupils achieve are rising further in this subject because of the positive influence of the school gaining the status of a community arts college.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Parents confirm that their children enjoy school and this is reflected in pupils' great enthusiasm in lessons. Pupils behave outstandingly well in lessons and around the school. Together, these factors make an important contribution to the very positive atmosphere in school. Attendance is average. However, it is better this year than in 2005. This is due to the school's good measures to encourage pupils to attend. Pupils understand the importance of leading a healthy lifestyle by eating the right food and having plenty of exercise. The school makes sure that pupils learn how to stay safe. Pupils have a good understanding of their responsibilities to each other. They know how they can play a part in the wider community. However, there are few opportunities for pupils to suggest ideas or contribute directly to school improvement initiatives. The 'Young Enterprise' project, college courses and the work-related curriculum help to teach pupils the value of money. These prepare them well for their future after school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils learn effectively because of good quality teaching. A great strength of the school is that teachers know how well individuals are making progress and plan work

for them accordingly. Teachers plan interesting lessons that lead to pupils enjoying their work. Teaching assistants provide very good support to teachers. Together they meet the needs of the different ages of pupils in each class and ensure that all reach their challenging targets. Another important strength is the effective way that teachers ask pupils questions to find out what each knows and understands. They ensure that pupils express their own views. Teachers' use of practical activities and 'hands on' experiences for pupils reinforces their learning and leads to them understanding well. There are no consistent areas of weakness, but the school is planning effectively for subject leaders to play a greater role in improving teaching and learning in their subjects.

## **Curriculum and other activities**

### **Grade: 2**

Pupils follow a good curriculum. There are very good enrichment activities to help pupils extend their learning. These include visits to the wide variety of historical sites in the area. There are many visitors to school and pupils regularly participate with or help people in the community. The achievement of community arts college status is widening the scope of pupils' experiences very well. Pupils and staff particularly value their opportunities to visit other areas, such as for residential adventure activities. Effective college links benefit pupils from Year 10. This increases the range of academic and vocational opportunities and promotes pupils' personal development.

Pupils in Years 7 to 9 have recently lost the opportunity to receive practical lessons in design and technology in a mainstream school. However, the school is endeavouring to re-establish this. Teachers have identified that several pupils throughout the school have the ability to achieve high standards in examinations. This has led to good plans to add to the already good range of examinations and accreditation opportunities to enable these pupils to achieve their potential. The school is endeavouring to find out which pupils have gifts and talents for instance, in poetry, art or sport. The recent appointment of a coordinator for such pupils is a positive step towards the ambition of the school to ensure that pupils achieve all that they can.

## **Care, guidance and support**

### **Grade: 2**

This aspect of the school's work is good. The school places a very high priority on ensuring that it is a safe place for pupils to learn. Good procedures are in place for child protection. Teaching assistants and care staff are an integral part of the staff team. They provide very high standards of support for pupils in lessons and around school. Recently, the school enhanced this effective support by employing two learning mentors. In a short time, they have established a coherent and effective system to support those pupils who need extra individual guidance. The school makes every effort to make sure that pupils have access to specialist services and therapy if they need it. Therefore, parents are very confident that their children are cared for well. The school tracks pupils' academic progress carefully and the information is used well to evaluate the effectiveness of teaching. However, procedures to check pupils' personal

development are not as systematic. This adversely affects the school's capacity to evaluate the effect of new initiatives on developing pupils' personal skills.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good and have ensured that improvement since the last inspection is good. The use of information and communication technology has improved from being unsatisfactory and is now good. The headteacher promotes a shared sense of direction that has a clear link to ensuring that pupils succeed. He has created staff teams that complement each other well. Their strong teamwork and the mutual respect between pupils and staff lead to higher achievement. Through good self-evaluation, the school has correctly identified most of the areas for future improvement that will challenge pupils to achieve more. The headteacher, ably supported by senior staff, evaluates the standards of teaching and learning well. The school has good plans to improve teaching and learning further in order to raise pupils' levels of achievement. This includes increasing the involvement of subject leaders in checking teaching and learning.

Most parents are very pleased with the education that their children receive and confirm that the leadership and management of the school are good. Governors know the school well and are involved fully in its life and work. They play an active role in financial planning and providing support. Several help around the school. The school is making good improvements to its accommodation to cope with increasing pupil numbers. There are good plans for further improvement. All developments have a clear link to pupils achieving more. This includes creating enhanced facilities for art and better accommodation for sixth form students, particularly to promote their personal development.

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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	2	
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	1	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
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>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	2

<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>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
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	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	insufficient evidence

<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

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Mr Eric Baker

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Peterlee

County Durham

SR8 3LP

4 February 2006

Dear Pupils

Thank you very much for making us welcome in your school. We enjoyed meeting and talking to you. You were very polite and friendly and helped us to find about the things that you do.

We are pleased to tell you that we agree with your parents that the school is helping you to make good progress. These are the things that we particularly liked:

your behaviour is excellent

teachers make sure that you do well

you enjoy lessons and work hard

the school looks after you really well

your headteacher and governors know what the school does well and how they want to improve it.

We have asked the governors and headteacher to do two things to improve the school:

inspectors agree that you could have a greater say in how the school develops

the school ensures that you develop personal and social skills. We have asked the school to measure how successful they are in helping you.

Thank you for your assistance. We hope that you continue to enjoy school and help to make it a better place to be.

Best wishes

Mr A Tattersall and Mr A Margerison

Inspectors