



Osborne School

Inspection Report

Unique Reference Number 116511
LEA Hampshire LEA
Inspection number 279848
Inspection dates 8 November 2005 to 9 November 2005
Reporting inspector Michael Farrell AI

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

Type of school	Special	School address	Andover Road
School category	Community special		Winchester
Age range of pupils	11 to 19		Hampshire SO23 7BU
Gender of pupils	Mixed	Telephone number	01962897000
Number on roll	119	Fax number	01962849419
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	22 January 2001	Headteacher	Mr R Wakelam

Age group 11 to 19	Inspection dates 8 November 2005 - 9 November 2005	Inspection number 279848
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Osborne School was created following the closure of two schools for learners with severe learning difficulties and moderate learning difficulties. The new school opened in September 2003. Learners come from a wide geographical area within Hampshire. The school has had a challenging two years with many difficulties in recruitment. Because the special educational needs of some learners in the new school are different from the needs of other learners from the other school, staff initially were not necessarily suitably trained or experienced. By January 2005, of nearly 15 full time teachers, 11 had left within the previous two years while nine had been appointed. Osborne School is a community special school with a residential facility and educates 150 boys and girls aged 11 to 19 years. Most learners have moderate learning difficulties, some have severe learning difficulties or profound learning difficulties and a significant number experience autistic spectrum disorder. The majority of learners are White British with a small number of learners from a minority ethnic background. The school reorganised its workforce in September 2005. The structure involves some of the groups being taught by Higher Level Teaching Assistants with a teacher having ultimate responsibility. The sixth form provision for learners aged 16 to 19 years comprises a group of students with profound learning difficulties who are taught in the main school building and another 'college' group who experience moderate or severe learning difficulties and communication difficulties, some of whom have challenging behaviour. The residential unit provides for up to ten learners aged 14 years and over. At the time of the inspection, there were seven boys and one girl resident.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school considers that it is satisfactory and the inspector agrees. It also provides satisfactory value for money and has the capacity to improve. Leadership and management, while satisfactory, are now driving developments in a determined way. All staff place strong emphasis on enabling learners to overcome their difficulties. As a result, learners' personal development and well-being is good and the school provides good care, guidance and support. Good behaviour in class rooms and around school means learners are polite and their relationships with adults and other learners are good. Teaching, and the planning of tasks that meet the precise learning needs for pupils with autistic spectrum disorder, enables them to make good progress. Learners with a variety of difficulties who reside at the school appreciate the good provision made for them. Standards are low because of pupils' learning difficulties, but their achievements are satisfactory. Teachers and high level teaching assistants work together closely to ensure learners make steady progress. Staff turnover is high and this has hindered learning in the past. The induction process for new staff has been improved but needs to be monitored carefully to ensure all feel supported and know the school's procedures. The curriculum is satisfactory. While the school offers a range of nationally accredited courses for learners aged 14 to 16 and for students in the sixth form, it is not wide enough to demonstrate the abilities of all learners, including those of higher ability. Most subjects have schemes of work, but some have yet to be fully developed and implemented.

Effectiveness and efficiency of the sixth form

Grade: 3

The school evaluates the overall effectiveness of the sixth form as satisfactory and the inspection finds that this judgement is accurate. This is because leadership and management and teaching and learning are also satisfactory. Good behaviour and attitudes are enabling learners to overcome their difficulties and achieve appropriately. The curriculum for learners with profound learning difficulties and for the college group is satisfactory. For the college group, there are strong links with the local college of further education and with others who support their learning. The range of national accreditation courses is not wide enough to enable all learners to demonstrate what they can achieve.

Effectiveness and efficiency of boarding provision

Grade: 2

Boarding provision is good, with very good purpose built facilities, including good access for residents who have physical disabilities. The provision is well led and managed and enthusiastic staff have developed good relationships with residents, responding sensitively to their needs. A relaxed, homely atmosphere means there is good communication with parents. Liaison between teaching and care staff continues to improve. Several residents said they enjoyed the residence and that they were looking

forward to the evening activity of bowling. They were proud to show off their own rooms. The Commission for Social Care Inspection report of January 2005 recognised that the staff team were working well day to day and identified a few aspects in which the provision did not meet National Minimum Standards. The Head of Care and the staff have tackled these systematically and they are now satisfactory.

What the school should do to improve further

1. Ensure that induction procedures for new staff and continuing professional development is more supportive and that this is carefully monitored
2. Increase the range of accreditation offered for learners aged 14 to 16 and learners in the sixth form.

Achievement and standards

Grade: 3

Learners begin from low starting points related to their learning difficulties. Satisfactory teaching leads to all learners making satisfactory progress. Learners enjoy their work and speak well of the school and the subjects they like. There is no evidence of significant underachievement between boys and girls or learners from ethnic minority groups. Learners with moderate, severe and profound difficulties of all ages make satisfactory progress towards the appropriate targets in their individual education plans. Learners in the 'Spectrum base' for learners with autism make good progress because of good teaching. The range of national accreditation the school offers is not wide enough to show the attainment of older learners, especially the more able. In the sixth form, learners having profound difficulties make satisfactory progress. Learners in the college group also make satisfactory progress but again the range of national accreditation is not wide enough to demonstrate this for all learners.

Personal development and well-being

Grade: 2

Learners' moral development is good. They are considerate of each other and show care in small things, for example, at lunchtime one pupil went to get a spoon for another pupil without being asked. They know that bullying is wrong and can explain what to do if it happens. Learners who are members of the school council take their responsibilities seriously. Social development is also good. Learners co-operate and play in small groups at break times and in lessons they work in small groups or pairs when working on social language skills. Learners' spiritual and cultural developments are satisfactory. More needs to be done to ensure these aspects are planned for in lessons. Learners' attitudes are very positive. Their attendance and punctuality are good. They arrive at school in the morning eagerly and enjoy lessons and opportunities for play and relaxation. Learners say 'the teachers are good' and 'they explain things' and 'they help you a lot'. These factors enhance their achievement. Breaks from lessons are structured and supervised very well so that learners play safely and with enjoyment. School meals provide healthy diets and there has been a large increase in the number of learners eating them. Members of the school council represent the views of other

learners very well. Older learners take part in work experience and sixth form students run a 'company' that valets school vehicles.

Quality of provision

Teaching and learning

Grade: 3

The school accurately judges teaching and learning to be satisfactory. Lesson plans are clear and suitably structured and teachers assess learners' progress in lessons and keep satisfactory records of progress. Where learners have additional learning needs such as communication difficulties, these are suitably provided for, for example, with speech and language therapists working in classrooms. Parents are involved in helping their children in discussions during annual reviews and through reports of progress. In an English lesson for younger learners, steady progress was made in writing because the lesson moved at a suitable pace, was well planned and relationships were good. In another lesson, learners created advertisements for cars ('Pay less - save lives: this car is power drive') and the good relationships within the group and the well-structured lesson led to steady progress. In an outstanding lesson, learners with autism explored aspects of French life recognising pictures of France, sampling French food and listening to French music within an excellent structure suited to their learning difficulties. The very enthusiastic teacher was assisted excellently by learning support assistants. Sixth form students in the main school, follow individual activities designed to encourage attention or offer choices and support staff sensitively and skilfully encouraged learners to do their best.

Curriculum and other activities

Grade: 2

The schools' curriculum is satisfactory. Subjects are given suitable time and information and communication technology is used well in lessons across subjects. The curriculum contributes to the learners' capacity to stay safe and healthy. The curriculum for learners with autism is good, well structured and entirely appropriate for their learning needs. Specialist support and therapy is planned into learners' individual programmes effectively as necessary. For learners aged 11 to 14 the schemes of work provide a suitable structure but not every subject has schemes that are fully developed. For learners aged 14 to 16 the structure is supplemented appropriately by accredited courses. For learners aged 16 to 19 again the curriculum is satisfactory and includes work at the local college of further education. Accredited courses complement the structure of the curriculum, but not all learners gain the qualifications. The range of after school provision is limited but learners greatly enjoy the well run Tuesday after school club, which offers a range of activities from lively 'parachute' games to quiet board games.

Care, guidance and support

Grade: 2

The care, guidance and support of learners are good. The assistant head teacher oversees pastoral support and is effective in promoting all aspects of learners' care. Learners know to go to a member of staff if there is a problem, including the key worker in the residence. The ethos of the school is very good, encouraging learners to be polite and behave well. Merits and awards encourage this. Learners have good and trusting relationships with the adults in the school. The school council is an effective vehicle for gathering and acting on the views of learners and their views have led to changes in the school. Learners have access to support, advice and guidance. The induction of new learners is good and appreciated by parents who speak of the, 'excellent transition to Osborne'. Transition plans are in place for learners from the age of fourteen and older learners have an 'Opportunities Evening' and work experience either in the school or outside. The transition of learners to further education is strongly supported by the careers adviser. Learners are very well supervised at break times that are relaxed and enjoyable. Risk assessments for activities and individual learners are satisfactory and steps are in hand to tighten them further. Child protection procedures are satisfactory. Staff manage challenging behaviour effectively because they have been trained to do so well. Care is taken to ensure safe procedures are followed in lessons.

Leadership and management

Grade: 3

The school judges the leadership and management of the school as good, but it is satisfactory. The senior leadership team have instigated new school structures and systems over recent months but some of these developments have been slow in being introduced, for example, the induction procedures for new staff are not supportive enough. The head teacher and the senior leadership team have different skills and professional experience that complement each other well. They have worked hard through a difficult period and the school is now forward looking and making progress. School self evaluation is satisfactory. Appropriate systems such as the monitoring of teaching and learning and performance management are in place and used appropriately to bring about improvements. The leadership and management of the boarding provision are good because the provision has a clear sense of direction and staff are motivated well. The leadership and management of the sixth form are satisfactory. Relationships are good but leadership is not capitalising on the progress that learners make to enable them to gain accreditation in their exams. The governing body is satisfactory, very supportive of the school and have confidence in the direction that the school is now taking. They are aware of some of the strengths and weakness of the school, but new members will require support and training. Links with others including educational psychologists, local colleges and other services are effective. The building is well equipped with dedicated rooms for art, science, technology, and information and communication technology and has a library and hydrotherapy pool. Resources are sufficient and are satisfactorily deployed and the school gives satisfactory

value for money. The great majority of parents, responding to the questionnaire are very supportive and appreciative of all that the school provides. Comments included: 'My daughter has blossomed over the last two years.' However, a very small number does not share this view. The school has the capacity to continue to improve because strategies to ensure its development and enhance achievement are being implemented determinedly

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
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

How well do learners achieve?	3	3
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	2	
The attendance of learners	2	
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	3	

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for being so welcoming when I inspected your school and for speaking to me about the school and your work. I enjoyed being with you. I am writing to tell you what I found on my visit.

Here are some of things that I liked. * You are very well behaved and polite and you care for one another. * You try hard in lessons and you told me that you enjoyed school and spoke about some of the lessons you enjoyed.

There are some things that the school can do even better. * Make sure that new staff are looked after well and know about how the school does things* Give you more opportunities to gain qualifications.Thank you again for talking with me and being so kind. Good luck for the future.

Yours sincerely

Michael Farrell

Lead Inspector