



Eaton Hall School, Norwich

Inspection Report

Unique Reference Number 121263
LEA NORFOLK LEA
Inspection number 280967
Inspection dates 28 September 2005 to 28 September 2005
Reporting inspector Mr. Mike Kell LI

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

Type of school	Primary	School address	Pettus Road
School category	Maintained		NR4 7BU
Age range of pupils	11 to 16		
Gender of pupils	Boys	Telephone number	01603457480
Number on roll	45	Fax number	01603456211
Appropriate authority	The governing body	Chair of governors	Mrs.M Hudson
Date of previous inspection	Not applicable	Headteacher	Ms. V Moore

Age group 11 to 16	Inspection dates 28 September 2005 - 28 September 2005	Inspection number 280967
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Introduction

The inspection was carried out by one additional inspector. The residential provision was visited by inspectors from the Commission for Social Care Inspection (CSCI) over a three day period in November 2004.

Description of the school

Eaton Hall is the only special school in the local authority for pupils with emotional and behavioural difficulties. It is a day and residential school for pupils aged ten to sixteen years, admitting pupils from all over the county. All pupils have English as their first language. Since September 2003, the school has also had a unit for six pupils with autism who have been placed there by the local authority as a temporary measure until 2006. Currently, there are 27 boarders although all pupils attend on a residential basis when they first join the school. This enables the school to implement consistent systems for managing pupils' behaviour and developing their attitudes to learning. In time, many then become day pupils in keeping with the school's prime aim. This is to work with parents and mainstream schools to develop strategies that enable pupils to return home and attend their local school. The school has gone through a very unsettled phase with many changes of staff, including a headteacher who has only been in post for one year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspector agrees with senior managers' view that Eaton Hall is an effective school that is well led and managed. It provides good value for money and is successful in meeting its aims, even though it has experienced a significant degree of turbulence in the past year. This has included major changes in the staff who lead and manage the school, including the headteacher, and in the composition of the governing body. The leadership and management team has shown skill and determination in creating stability and managing change during the short time it has been together. It is supported well by a committed staff team. Although there has not yet been sufficient time to see the full impact of the changes that have been implemented or planned, there is strong capacity for the school's leaders to move the school forward. Governors are very committed and supportive, but they do not get enough information about the school's work from first-hand experience. The school has many strengths. Pupils in school and in the residential facilities are extremely well looked after. The CSCI inspectors were very complimentary about the level of care in the residential provision. The good provision for promoting pupils' personal development is evident in the enthusiastic and positive way in which they approach their lessons and other activities the school offers. However, their spiritual and multi-cultural development is not always promoted routinely in a planned way. Lessons are taught well so that pupils make good progress academically. Effectiveness and efficiency of boarding provision

Inspectors from CSCI reported that the school provided a very high standard of boarding welfare. They concluded that the recent changes in senior staff had been managed extremely well so that the standard of care practice did not suffer. The relevant National Minimum Standards were generally met, and usually exceeded. The only improvement recommended was to develop specific risk assessments for some pupils and to incorporate these in care plans. This recommendation was dealt with successfully in December 2004.

What the school should do to improve further

The school has much good practice upon which to build. In order to develop its effectiveness:

- Governors should develop a programme of focused, formal visits to gain a more informed insight of the school's strengths and weaknesses;
- The school should promote more actively pupils' spiritual and multi-cultural development.

Achievement and standards

Grade: 2

Because of their learning difficulties, pupils' attainment on entry to the school is generally below national expectations, and standards remain below the levels expected of pupils of similar ages. However, they achieve well in relation to their capabilities and make good progress towards their challenging individual targets. All pupils are included in the activities provided and almost all make the same good progress. In the rare case when this does not happen, staff have a very good understanding of the

specific reasons for this and they work hard to remedy the situation. An academic mentoring system is used effectively to track the progress that pupils make, including involving them fully in their learning. Together, teachers and pupils set termly targets in each subject, with a clear indication of the National Curriculum level to which pupils aspire. Consequently, Year 11 pupils are successful in the range of accredited courses that they study. There have been some outstanding successes, such as the pupil who was successful in a General Certificate of Secondary Examination (GCSE) mathematics examination that he took two years early. The school is building on successes such as this very well. It has identified recently a group of talented and gifted pupils and is now at the early stages of extending their learning by implementing programmes to develop their particular skills and talents.

Personal development and well-being

Grade: 2

Pupils enjoy their learning and have positive attitudes towards lessons. They know what is expected of them and are attentive, responsive and well behaved. Attendance is inadequate, although this must be put into context. The attendance rate is based only on the small number of day pupils and, therefore, the absence of just one or two pupils has a significant impact on the overall figure. However, the school recognises that it needs to improve the attendance rate and has included this in its development plan. There is exceptionally good provision for promoting pupils' social and moral development, and the boarding facilities contribute greatly to this. The school's ethos of mutual respect and valuing others is supported very well by residential trips and regular visits into the community. Pupils' spiritual and cultural development are encouraged satisfactorily, but planning to actively develop their understanding of other cultures and beliefs is under developed. Pupils have a good understanding of what constitutes a healthy lifestyle, and a well-established awareness of remaining safe. They have many opportunities to contribute to the school community, such as running the tuck shop, being on the school council, and achieving 'super senior' status, which requires them to carry out specific responsibilities. These opportunities prepare pupils well for leaving school, being in the wider community and living an independent life.

Quality of provision

Teaching and learning

Grade: 2

Pupils are taught well. Staff have high expectations of pupils' behaviour and when pupils' attention does wander, teachers are skilled at refocusing them quickly on what they are supposed to be doing. This is done promptly and without fuss and so the learning of other pupils is not disrupted. As a result, time is used efficiently and lessons are productive. Teachers have good knowledge of the subjects they teach and provide their pupils with interesting activities. They are able to do this because effective target setting and assessment procedures ensure that both teachers and pupils know the

next stages in pupils' learning. The activities are challenging and designed to extend the learning of all pupils. For example, in a science investigation Year 11 pupils worked very well independently and each one was able to reinforce his practical skills. Teachers also display a high degree of challenge in the way they ask questions and orchestrate discussions. They pose many questions that require pupils to think about earlier work and apply what they have previously learned. Year 7 pupils worked hard at using their knowledge of multiplying numbers by 10, 100 and 1000 to suggest how they might divide numbers by these same figures.

Curriculum and other activities

Grade: 2

Pupils have a varied and relevant range of learning opportunities. All subjects of the National Curriculum receive appropriate amounts of time, and there is a well planned personal, social and health education programme. This good curriculum prepares pupils well for Years 10 and 11, when they follow an impressive variety of accredited courses. In addition to GCSE courses in five subjects, they follow a Certificate of Educational Achievement (Entry Level) course in physical education, and examinations offered by the Award Scheme Development and Accreditation Network (ASDAN). There is an appropriate emphasis on vocational education, supported by work experience placements. Pupils receive certification in motor vehicle studies as well as a National Vocational Qualification (NVQ) in a subject chosen from a range on offer at a local college. The school provides many opportunities to enrich and extend pupils' learning. For instance, trips to productions such as Madame Butterfly and visitors into school to help to prepare pupils for a public performance of Macbeth, make very significant contributions to enlivening learning. Many lunch time and after school clubs allow pupils to pursue their interests and to develop new ones.

Care, guidance and support

Grade: 1

Pupils are very well cared for and the school is a very safe community. There are appropriate child protection procedures in place and pupil welfare is central to the school's work. The CSCI inspectors reported that the residential provision provides a very high standard of care and pupils are confident in seeking the help of adults. The school works very productively with other agencies and pupils' families to support its work. It uses individual social plans very well to negotiate targets with pupils, and it has a very useful procedure for recording and analysing all incidents in detail. This enables staff to pinpoint situations or occasions when individual pupils are most likely to become disruptive, so that appropriate preventative action can be taken. The school's effective procedures for tracking pupils' academic progress enable staff to support pupils to achieve their targets, to do as well as they can in examinations and to make informed decisions about what to do when they leave school.

Leadership and management

Grade: 2

There have been sudden and significant staff changes in the last twelve months. The departure of the previous headteacher and other senior members of staff in 2004 left the newly promoted headteacher with a very depleted leadership and management team. At the same time, she was faced with recruiting new teachers, care staff and teaching assistants. During this period of uncertainty and since that time, the headteacher has done a very good job and has been ably supported by senior colleagues she has appointed. Firstly, she established stability, and more recently has begun to implement and manage change and innovation, such as the programme for pupils with particular talents. The effectiveness of the school's systems for self-review mean that these developments are rooted in an accurate understanding of those areas it needs to develop. This has also resulted in significant progress being made in re-establishing procedures that had been allowed to drift, such as a regular schedule of lesson observations. Senior staff manage the school's finances efficiently and its resources effectively, deploying them to best advantage to bring about sustained improvement. Parents confirm that they feel they are consulted about the school's work and that their views are acknowledged and acted upon. The CSCI inspectors reported a similar positive response from parents about the residential provision. Governors' impact is satisfactory. They are very committed to the school and its work and they supported the headteacher very well during the period of uncertainty. However, currently they cannot challenge or question proposals made by senior staff from an informed standpoint based on their first hand experience of what goes on in school. This is because not enough governors routinely go into school, and when they do they do not have a particular focus for the visit. Consequently, they tend to react to proposals rather than actively contributing to the school's strategic development using the information they have gathered for themselves.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

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 very much for the welcome you gave to me when I visited your school. I could not visit all classes, but I particularly enjoyed watching some of you in lessons and talking with others. I thought lunch was a very pleasant time and those of you I sat with were very chatty and interesting. I was very interested in hearing your views about the school. There are many good things about your school. Teachers, teaching assistants and staff in the boarding units are caring, thoughtful and concerned about you. Lessons are exciting and teachers give you a number of interesting things to do. You make good progress in your learning and you talk about your targets with your teachers. I thought you behaved well and were keen to learn, although a few of you need to attend school more regularly. Staff work very hard to help you to develop into mature, independent and thoughtful young people. The headteacher and other senior members of staff have good ideas about how they can improve the school and are working hard to make changes. Eaton Hall is a good school, but there are some changes that would make it even better. The school's governors really support the school, but they could visit you more often to see for themselves the work that you are doing. Adults provide you with many opportunities to go to cultural events like the theatre and opera, and sometimes you learn about how other people live, like the Japanese Day. However, they could do more to teach you about living in modern Britain, where there are lots of people from different cultures and with different beliefs. They could also consider ways of getting you to experience and think about things that are not part of our everyday lives; we call this spirituality.