



Sundridge School

Inspection Report

Unique Reference Number 133581
LEA Hampshire LEA
Inspection number 282317
Inspection dates 23 February 2006 to 23 February 2006
Reporting inspector Melvyn Blackband AI

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

Type of school	Special	School address	Silvester Road
School category	Community		Cowplain
Age range of pupils	11 to 16		Waterlooville PO8 8TR
Gender of pupils	Boys	Telephone number	02392261234
Number on roll	35	Fax number	02392241188
Appropriate authority	The governing body	Chair of governors	Mr Jack Carruthers
Date of previous inspection	Not applicable	Headteacher	(Acting) M Wendy Springett

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Sundridge is a secondary school for boys with behavioural, social and emotional difficulties. Each pupil has a statement of special educational need. All are from White British backgrounds. A high proportion of learners are entitled to free school meals. There has been a significant recent change in leadership following the resignation of the headteacher and deputy headteacher during the summer of 2005. The present acting headteacher has been in post since the second half of the summer term 2005, and is supported by an acting deputy headteacher. A new permanent headteacher is due to take over in April 2006. New premises are planned for 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its performance as satisfactory but the inspection found that overall the provision is good because of the recent improvements in teaching and in the quality of behaviour management. The pupils enjoy being there and make good progress, both in their learning and in personal development. Parents are happy for their sons to attend, knowing the standard of care and support is good and that their boys feel confident and happy. The attendance of most pupils is satisfactory but a small minority have a very poor attendance record. The staff know their pupils well and expect high standards of work and behaviour. The school's monitoring of overall progress is good but some teachers do not use assessment efficiently to clearly identify the next steps in pupils' learning. The curriculum is generally well planned and appropriate for each pupil's needs. Information and communication technology (ICT) is not however used effectively. The school's inadequate accommodation for science, restricts the pupils' opportunities to take part in practical activities. The school has been well managed by the acting headteacher. She has provided very good leadership and has been strongly supported by the governing body and by the local authority. The school is aware of its strengths and weaknesses and has made good improvement over the last year. There is a good capacity to improve further. The school currently gives satisfactory value for money and managers are successfully reducing the school's deficit budget.

What the school should do to improve further

* Make better use of assessment to more clearly identify the next small steps in pupils' learning. * Promote better attendance by the minority of pupils whose attendance is poor. * Make better use of the existing accommodation to improve pupils' access to practical activities in science.

Achievement and standards

Grade: 2

Although pupils enter the school with lower than expected levels of attainment they make good progress and results show that most pupils reach their targets, culminating in the success of pupils in Year 11 who gain a wide range of qualifications. Pupils throughout the school do particularly well in English, mathematics and art. They make good progress also towards meeting their individual behavioural targets. The school's good strategies for measuring pupils' attainment helps them to achieve well. The good use of data enables teachers to ensure that no group or individual is underachieving. A minority of pupils have poor attendance records and this has a negative effect on their achievement. Pupils with more complex needs achieve well because they are set appropriate targets in literacy and numeracy linked to high expectations of their personal development. Although pupils make satisfactory progress in science the development of their practical skills is hampered by the poor accommodation.

Personal development and well-being

Grade: 2

Personal development and well being is effectively promoted[r2]. Pupils behave well, reflecting the school's strong management of behaviour. The infrequent episodes of unacceptable behaviour are dealt with sensitively and pupils respond well since they like and trust the staff. For instance a boy who was disruptive in class apologised afterwards to the inspector for his behaviour. The pupils make satisfactory overall progress in spiritual and cultural understanding and their progress in moral and social development is good. The school is calm and the pupils work and socialise happily since they know what is expected of them. They feel safe and confident. They have a good understanding of healthy lifestyles and their personal safety and learning is especially good in aspects of sex and relationships education and drugs awareness. They have good opportunities to take part in a wide range of physical activity. The pupils develop appropriate social skills through regular visits to the community. Their good progress in literacy and numeracy helps to prepare them for adult life and older pupils learn work related skills through a variety of well planned activities, which are linked to promoting their economic understanding. Pupils effectively make their views known through regular reviews of their progress. Attendance by many pupils is satisfactory but there is very poor attendance by a minority of pupils even though the school has developed very good procedures for monitoring and encouraging their attendance. Parents made many positive comments about their children's progress such as one who stated that, 'Sundridge School has been like a breath of fresh air to our family'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know their pupils well and this enables them to plan interesting and well-paced lessons. For instance, French vocabulary on the family was introduced using familiar cartoon characters. The pupils were confident with the identity of the characters and made good progress in learning French words to describe them. There are good relationships between classroom teams, and the competent classroom assistants support pupils effectively. Teachers in some classes have devised good individual learning programmes for pupils. The generous staffing allocation allows each pupil a high degree of support and this contributes effectively to their achievement. The pupils like and respect their teachers so their behaviour is good and they work hard and do their best. Many pupils are easily discouraged but most teachers prepare work for each pupil which challenges them without over-facing[r3] them. While teachers regularly record progress, often in discussion with the pupils, this is not completed often enough to take account of each small step in the pupils' learning. Teachers however, use the established assessment procedures well in English and mathematics and this is reflected in the pupils' good progress in these subjects.

Curriculum and other activities

Grade: 3

Pupils enjoy well constructed and interesting activities which are appropriately adapted to their needs. Timetables include a good emphasis on literacy and numeracy and there is very good provision to teach pupils about personal, health and social education. This is because the programmes have a significant positive effect in developing the pupils' personal skills, their knowledge about personal safety and the advantages of a healthy lifestyle. There is a wide range of activities to take pupils out of the classroom, teaching them to behave appropriately in the community and showing them that new things can be learned in a variety of situations. There is good provision for work related activities and there are useful links with local colleges. The school has cramped accommodation and there are inadequate facilities to teach the practical aspects of science. The curriculum in ICT is developing satisfactorily but equipment is outdated and teachers' use of the technology is patchy and varies in effectiveness.

Care, guidance and support

Grade: 2

Parents recognise that the school provides a safe and caring environment for the pupils, a view shared by the inspection. Child protection procedures are secure and there is appropriate monitoring of health and safety. The management of risk assessment is satisfactory. The pupils are encouraged into healthy lifestyles and they respond well to the exercise programmes and healthy food offered. The generous staffing at the school means pupils have many opportunities to talk to adults and there are good supportive relationships. Although the pupils' progress is not evaluated often enough to record each small step in their learning, their achievements are reviewed thoroughly at regular intervals and pupils contribute their own self assessment. They are also fully involved in their annual reviews. They are aware and proud of their progress in improving their behaviour through the successful merit system and the teachers' use of praise and encouragement. The pupils receive high quality advice and support about careers when they are about to leave school. The school maintains good links with local colleges.

Leadership and management

Grade: 2

The school has been led very well by the acting headteacher since the start of the academic year. She has maintained and improved provision and has monitored each aspect of the school's work with a strong determination to raise the pupils' achievement. She has been given good support in this by the local authority and by a senior teacher at the school. The governing body, led by an experienced and enthusiastic chair, are developing a suitable grasp of the school's strengths and weaknesses and provide a good level of challenge and support. The headteacher has quickly succeeded in drawing together provision into a coherent structure. Assessment has been much improved although every teacher still does not use it effectively and the recording of each small

step in the pupils' progress is not well managed. The morale of staff and pupils is very good and communication between staff and with pupils is a strength. This gives pupils confidence and the reassurance that they are important to the school. As a result, they make good progress. The staff provide excellent behaviour models for the pupils. Resources are used well although the school is presently over-staffed, pending the move to new premises and an increase in pupil numbers. This generous staffing has a positive impact on the pupils' well being and progress but has resulted, along with other factors, in the school setting a budget which will be in deficit for two more years. Parents feel involved in the school and they and all staff have a good understanding of the school's aims and development priorities. The acting headteacher has clearly identified the school's strengths and areas for development. Progress in several areas has been rapid and this has led managers to be cautious in their evaluation of the school's success. There is a good capacity to improve on the school's work as illustrated by the recent improvements in teaching and learning and in the much better behaviour of the pupils.

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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	3	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	3	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?	3	NA
How well are learners cared for, guided and supported?	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Not long ago I came to the school to see how you were getting on and whether there was anything I could suggest that would make the school better. You made me very welcome and I enjoyed meeting some of you. Thank you and well done!! I was with you for one day. That was long enough for me to realise that Sundridge is a good school. One of the reasons is that you make good progress in learning to behave sensibly and in trying to get on with others. I particularly enjoyed visiting you in the classrooms and seeing the good work you were doing. There were lots of other things that I liked. Here are a few:

* You obviously enjoy school and do well* The many different people working at the school do their best to look after you* You are learning about the community and about working life. This will help you when you leave school.

The first thing I felt would make the school better is if teachers let you know about each small bit of progress that you make. The second thing is to improve the attendance of those of you who don't come to school very often. Finally, teachers should improve the science facilities so you have more opportunities to do practical work.