



# Glyne Gap School

## Inspection Report

**Unique Reference Number** 114686  
**Local Authority** East Sussex  
**Inspection number** 289999  
**Inspection date** 5 December 2006  
**Reporting inspector** Terry Elston

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

<b>Type of school</b>	Special	<b>School address</b>	School Place
<b>School category</b>	Community		Hastings Road
<b>Age range of pupils</b>	2-19		Bexhill-on-Sea TN40 2PU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01424 217720
<b>Number on roll (school)</b>	100	<b>Fax number</b>	01424 734962
<b>Number on roll (6th form)</b>	23		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Alan Spice
		<b>Headteacher</b>	J A Hassell
<b>Date of previous school inspection</b>	1 January 2002		

<b>Age group</b> 2-19	<b>Inspection date</b> 5 December 2006	<b>Inspection number</b> 289999
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school admits pupils with severe learning difficulties and autism, mostly from the area around Hastings. This is an area of significant social deprivation and around 40% of pupils are eligible for free school meals. The school has a nursery class sited in the primary school on the same campus and a sixth form attached to a further education college half a mile away. The school has recently gained the Healthy Schools award and has just been recognised as a Specialist Special School focusing on cognition and learning.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school that goes from strength to strength. Standards are well below average on account of pupils' learning difficulties. However, all pupils make exceptional progress, from the Foundation Stage, where children are given the best possible start to school, to the sixth form, which gives students an excellent preparation for the future. The excellent leadership and management are important reasons for the pupils' excellent achievement. The headteacher and other leaders have very high expectations of what pupils and staff can achieve, and give them the skills and support to succeed. As a result, the quality of teaching and the rate at which pupils learn are outstanding. Teachers have an excellent knowledge of pupils' difficulties and provide work that is challenging but achievable.

Pupils benefit from an outstanding curriculum that meets all of their learning and personal needs and makes learning fun. This is one reason why pupils' personal and social development is outstanding, and helps to account for their confidence to attempt difficult work without fear of failure. They love school, develop very strong friendships and their behaviour is exemplary. This is due in no small way to the outstanding care, support and guidance offered by all staff. Teachers track pupils' progress very carefully so that they know what they need to learn next. However, the school recognises the need to refine its use of assessment to check on the progress of different groups of pupils and to compare its performance with other schools. Not surprisingly, parents think the world of the school, particularly in the way it supports all areas of their children's development and prepares them so well for the future. Their views were summed up well by one parent who said, 'my son has improved leaps and bounds, and his progress in every way has exceeded our wildest dreams'.

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

### **Grade: 1**

The sixth form provision is outstanding. The excellent curriculum and quality of teaching mean that students make the best possible progress. They develop as mature, independent young adults who are very well prepared for the future.

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

- To raise standards even further, the school should make better use of the data on pupils' progress to ensure that all groups are doing as well as they can.

## **Achievement and standards**

### **Grade: 1**

#### **Grade for sixth form: 1**

Although standards are well below average, all pupils make excellent progress throughout the school towards their very challenging targets because of consistently

excellent teaching. Children make an outstanding start in the Nursery, where they make rapid progress in all areas of their development. Their personal and social skills develop exceptionally well, and they gain much from working and playing alongside more-able children. Throughout the rest of the school, pupils' achievements are outstanding, particularly in reading, mathematics, science and information and communication technology (ICT). The rate of progress in writing is slower for some pupils, notably those with autism and profound and multiple learning difficulties, who find it very hard to use writing to communicate their thoughts. Pupils achieve very well in physical education, and a significant number gain very demanding awards for their skills in swimming and trampolining. The achievements of sixth form students in terms of developing their independence and preparing for future training courses are outstanding. They work very hard at a wide range of courses and are justifiably proud of their successes when they leave.

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

### **Grade: 1**

#### **Grade for sixth form: 1**

Pupils' personal development and well-being are outstanding and make important contributions to how well they learn. They love coming to school, attend regularly and are justifiably proud of their successes. They make very strong friendships and speak very warmly of each other's qualities. In class, they are eager to learn and behaviour is excellent. Pupils have an excellent awareness of how to stay safe and live healthily. They show great maturity as they explore topics such as personal safety, sex and relationships and are never afraid to ask questions to make things clearer. Pupils develop an excellent awareness of their community, particularly by making improvements to their school using the school council and using the 'buddy system' to give support to others who may be struggling. Pupils' spiritual, moral, social and cultural development is excellent. In subjects such as science, art and design and music, they learn to think deeply about subjects and appreciate the wonders of the world around them. Pupils develop excellent skills to prepare them for the future, particularly by developing their literacy, numeracy and ICT skills. The older students are very well prepared for the future as a result of their work experience activities. For example, one student was very proud when explaining how she can now use the till and deal with customers in her placement at the local florists.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

#### **Grade for sixth form: 1**

The teaching and learning are excellent. The benefits of excellent staff training opportunities are evident in the high levels of expertise shown by all staff. This ensures

that teachers know the best ways to teach pupils with a wide range of learning difficulties, and explains why they learn very quickly. The teaching of basic reading, speaking and number skills is exemplary and pupils make rapid progress in these areas. Teachers have very high expectations of pupils' achievements. The support that they and the highly skilled teaching assistants provide ensures that pupils meet their targets. Excellent relationships give pupils confidence to meet the challenges set. All groups of pupils work towards demanding but achievable goals and are given every chance to succeed.

Teachers are very skilled at making learning fun, which is why so many pupils say that the best thing about school is the lessons. Teachers provide an excellent mix of class teaching, small-group work and opportunities for pupils to work independently. This enables pupils to gain knowledge very quickly, put their new learning into practice and learn how to find things out for themselves. One group of pupils, for example, started a lesson uncertain about how to explore some unusually wrapped parcels. They watched intently as the teacher examined them and, when given the opportunity to try for themselves, they made excellent use of all their senses to work out what was behind the wrapping. In the sixth form, teachers provide an excellent balance of work to improve the students' basic skills and opportunities for them to develop their independence. As a result, they make excellent progress in their academic work and personal development, and learn important skills that help them take care of themselves. Assessment is outstanding. Teachers make detailed observations of pupils' work and use this information very well to move them on to the next steps.

## **Curriculum and other activities**

### **Grade: 1**

#### **Grade for sixth form: 1**

The curriculum is excellent. Personal, social and health education is an important strength of the curriculum, with health and safety, the enjoyment of learning and the development of confidence at its heart. As a result, pupils make outstanding progress across the school. Children in the Foundation Stage benefit from a carefully planned curriculum that gives them an excellent range of exciting opportunities to learn skills, develop independence and have fun. The curriculum for older pupils is just as good, and planned meticulously to meet each pupil's individual needs. The very good focus on basic literacy and numeracy skills explains why pupils make such rapid progress in their reading and number. Sixth form students benefit from an outstanding range of courses that develop their independence and prepare them for the next stage of their lives. The school offers an excellent range of enrichment activities, including educational visits, residential experiences and out-of-hours clubs run by highly qualified specialist teachers. As a result, the pupils are able to develop and extend their personal, social, sporting and creative skills very successfully. An effective careers programme, supported by excellent links with a wide range of experts, enables pupils to participate fully in making decisions about their future.

## **Care, guidance and support**

### **Grade: 1**

#### **Grade for sixth form: 1**

Care, guidance and support are excellent and valued very highly by both pupils and parents. Teachers are very thorough in their recording of pupils' academic and personal development and use this detailed knowledge very well in their teaching and support. The school is a secure and happy place in which pupils enjoy learning. Child protection systems are robust and all staff have had good recent training. The school does much to encourage pupils to adopt healthy lifestyles, as has been recognised by a recent Healthy Schools award. Teachers are very careful to emphasise safe practices in lessons such as science and food technology. Links with other professionals such as educational psychologists, therapists and health staff are excellent and are key elements in the very strong focus on individual needs that enable all to flourish. Support and guidance provided for sixth form students are excellent and enable them to make the right decisions about what to do when they leave.

## **Leadership and management**

### **Grade: 1**

#### **Grade for sixth form: 1**

The outstanding leadership and management are the keys to the school's success. The headteacher inspires staff and pupils by his vision for the school's future and the highest expectations of what everyone can achieve. Other leaders share the headteacher's relentless drive for further improvement and support him very well. This highly effective team has introduced some important innovations that have done much to improve the provision. These include the establishment of an excellent Nursery linked to the nearby primary school and an outstanding sixth form within a local college. Both of these developments have significantly enhanced learning opportunities for pupils and thereby contributed to their outstanding achievement. Such innovations have helped the school make excellent improvement since the last inspection and show why it will continue to do so. The leaders have made a very good start at using the school's specialist status by employing staff with particular expertise in autism, provision for sixth form students and support for pupils' learning at home. There is extensive monitoring and evaluation of the quality of teaching and learning and it is used very effectively to identify strengths and weaknesses. However, leaders recognise that they need to further refine their procedures. Data collected on pupils' performance is used extremely well to monitor individual progress but is not used well enough to show the relative progress of different groups of pupils or compare the school's performance with other schools. The school recognises this and has already started to make improvements. The school is supported and guided well by a very good governing body. Governors know their school very well and are not afraid to hold it to account.

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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>	1	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in the Foundation Stage	1	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1	1
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	1	1
How well learners with learning difficulties and disabilities make progress	1	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

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

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

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

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

Thank you for letting us come to visit your school. We both really enjoyed seeing you work so hard in lessons and play so energetically in the playground. Those in the sixth form and the school council who were kind enough to speak to us told us a lot about your school. We think that your school is outstanding.

What we liked most about your school

- Your work is outstanding.
- You work very hard in lessons and your personal development, including your behaviour, is excellent.
- Your headteacher and other leaders run the school extremely well and know how to improve things.
- Your teachers are doing an excellent job. They work very hard and make your lessons fun.
- All staff at the school take excellent care of you and keep you safe.

What we would like your school to do now

- We want to see better checks made on your progress so that the staff know just how well you are all doing.