



Nyland School

Inspection Report

Unique Reference Number 126544
Local Authority Swindon
Inspection number 293582
Inspection dates 3-4 October 2006
Reporting inspector Sarah Mascall

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

Type of school	Special	School address	Nyland Road
School category	Community		Nythe
Age range of pupils	5-11		Swindon SN3 3RD
Gender of pupils	Mixed	Telephone number	01793 535023
Number on roll (school)	32	Fax number	01793 332068
Appropriate authority	The governing body	Chair	P Read
		Headteacher	Paul Sunners
Date of previous school inspection	27 January 2003		

Age group	Inspection dates	Inspection number
5-11	3-4 October 2006	293582

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small school for primary age pupils who have social, emotional and behavioural difficulties. All have statements of special educational need and several are identified as having additional special needs including attention deficit hyperactive disorders (ADHD). Attainment on entry is well below national expectations. The vast majority of pupils are White British and come from the borough of Swindon. A few travel in from local neighbouring authorities. Many pupils come from socially deprived areas and a small number are in the care of their local authority. Nearly all of the pupils are boys and very few are under the age of seven.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Nyland is a good school which enables pupils to achieve well and improve their behaviour. Parents are very positive about the school and refer to it as 'fabulous'. Both they and the pupils recognise how much the school has helped to improve pupils' behaviour and their ability to relate to each other and adults. Much of this is because staff are consistent in the way they manage pupils and ensure that any progress, regardless of how small, is recognised and rewarded. As a result pupils' personal development is good. Pupils speak very positively about school and how much they enjoy it. They are very aware of the need to stay healthy and safe and the importance of exercise. They are particularly impressed with the high quality meals they get! The school council is developing and pupils feel it has had a real impact on making things better in school and ensuring that they have a voice. The school garden is greatly valued and opportunities for pupils to grow vegetables and work together increase their understanding of how to look after themselves. They are now keen to look at ways of selling their produce and are good at raising and managing funds for charities. The school is working with the local authority to improve opportunities for pupils to return to, or experience, mainstream education, but at present these are very limited.

Although pupils' standards are below those expected nationally, all pupils, including the small number of pupils in Years 1 and 2, make good progress. This is because they are taught well and parents are full of praise for the commitment of staff. Teachers plan lessons well to ensure work is matched to the needs of each individual. The school recognises that the curriculum, although satisfactory, is not as effective as it could be. Planning for some activities, for example the daily afternoon session from 2.20pm onwards, is not effective because not all staff plan and evaluate how the different activities will build upon and support pupils' learning.

Nyland is a very self-critical school and there is constant dialogue amongst staff about how they can improve the work they do with pupils. Because of this the school has a very accurate view of its strengths and weaknesses. The effective leadership team plays a very active role in supporting pupils and staff during the day. However they have not ensured that they have enough time to formalise their good understanding of the school. As a result, documentation that should show how well the school is doing does not do justice to all the good work that goes on, and does not adequately focus planning for further improvement in a way that is clear and helpful to the staff, governors and parents.

What the school should do to improve further

- Improve planning for those sessions specifically aimed at enhancing pupils' personal development to ensure that pupils make consistently good progress in them.
- Ensure that there is documented evidence to reflect the good practice in self-evaluation that goes on in the school.
- Provide pupils with opportunities to attend, and where possible, return to mainstream schools.

Achievement and standards

Grade: 2

From a low starting point when they start school all pupils make good progress and achieve well. This is because they benefit from good quality teaching. Even though standards are below national expectations, achievement is excellent for a number of pupils, particularly in English and mathematics. Although results in the 2006 standard assessment tests were not as high as expected a small number of pupils still achieved within levels similar to those of their mainstream peers. Pupils in Years 1 and 2 make good progress, which is a significant improvement from the time of the previous inspection. They benefit from being taught in a class on their own and work that is well matched to their abilities.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. This is reflected in the good progress pupils make in learning to manage their behaviour. They clearly enjoy school, attend well and feel it has done a lot to help them. They comment that they now know 'how to keep their temper down'. They are very aware of what the rules are and the need to follow them. Pupils value the school's reward system and respond well to each other's successes. The school council representatives carry out their responsibilities very sensibly. Opportunities for pupils to share ideas and discuss issues as a whole school reflect the good progress many of them have made towards becoming mature young people. Full advantage is taken of all the activities offered and pupils value the opportunities to keep fit and healthy and know the importance of healthy eating. As one young pupil pointed out, the food at lunchtime is 'very good for you'. Generally pupils feel safe in school but they acknowledge that bullying goes on. They do not approve of bullying and many express concern as to why people are bullies. They are developing a good understanding of how victims feel and are responding well to the school's work on anti-bullying. In many ways pupils are well prepared to meet the challenges they will face as they grow older but there are limited opportunities for them to mix with their mainstream peers. This means that pupils do not have the chance to put into practice all the good skills they have learnt at Nyland or to build their confidence to return to mainstream education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers manage pupils' behaviour well, using humour and praise effectively to help keep pupils on track. They are consistent in the way they deal with all pupils, and parents comment on how fair staff are, saying that once a situation is dealt with it is not referred to again. This enables pupils to have the chance

to start afresh. Lessons are lively and well judged to ensure that the pupils' attention span is maintained. This is particularly evident for the youngest pupils, where good planning ensures that activities are short and sharp and pupils are moved quickly on to different tasks before they become disruptive. Teachers know their pupils and work is well matched to their ability so that each one can make the right level of progress. Pupils know how well they are doing because teachers praise their efforts through their marking, although there is not always an indication as to how the pupils could improve their work further.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and is much improved for those pupils in Years 1 and 2. Effective planning of lessons now ensures that pupils are making good progress and experiencing the full National Curriculum. The emphasis on pupils' emotional literacy is playing a key role in improving personal development. Afternoon activities are successful in relation to pupils' enjoyment and social skills but are not sufficiently well organised to ensure that there are enough opportunities to build upon pupils' learning. Although there are no clubs after school, pupils benefit from clubs at lunchtime and a range of visits and activities which support the curriculum well.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good. Considerable support is given to equipping pupils with the skills they will need as they get older. There is close checking on pupils' personal progress which enables staff to set challenging targets for each pupil through their individual learning and behaviour plans. Assessment is used well to track how well pupils are doing in their work but it is not always used effectively to ensure that pupils' targets in numeracy and literacy are sharp and relevant. Whilst all pupils know their behaviour targets only a few were clear about their other targets. There are good procedures to ensure that pupils are safe, as well as rigorous health and safety arrangements; good recording and checking of incidents ensures the school deals effectively with them. Parents are kept well informed and feel they have a close working relationship with the school, which supports them and their children.

Leadership and management

Grade: 2

The strong leadership team are very committed to ensuring pupils get the best possible deal. This commitment is shared by all staff and there is a real sense of team spirit within the school which, in turn, makes the pupils feel safe and develop a strong sense of trust. They get on well with staff, work hard and achieve well.

There have been good improvements since the last inspection, especially with regard to provision for the youngest pupils, and the school has good capacity to improve

further. It has received recognition for many of its achievements and is working with the local authority to provide opportunities for pupils to attend mainstream school.

The staff have a very good understanding about what they do and do not do well, but the leadership team have not given enough time to formalising the strategic aspects of the school. One outcome of this is that although the school has invested heavily in teaching assistants it is not making the most of their skills and there is too much reliance on the headteacher and deputy to deal with more aggressive behaviour when it arises. Staff have gathered a range of good quality data on pupils' progress and have started to analyse and use this information well to plan for improvements. In the past such planning featured much detail but lacked sharply focused success criteria. The leadership team are now reviewing their procedures to ensure that the school can measure its successes more effectively in terms of the impact they have on pupils' achievements, which should also mean that interested parties such as governors and parents have a clearer idea and thus greater ownership of the school's educational direction.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	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, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	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

I thoroughly enjoyed visiting your school and talking to you. I was impressed with how hard you worked and how well behaved you were. You were all very friendly and I particularly enjoyed my discussions with the school council who were very helpful and told me a lot about your school. Your school is a good school. I think you already know this because most of you come to school regularly and clearly enjoy your time there. It was good to see how much you enjoyed the food at breakfast and lunchtime and how aware you are of the importance of healthy living.

You all work hard and, because of this, and because you have good teachers, you achieve well. The best progress you make though is in the way you behave and I know from the school council that you feel the school has done a lot to help you. You said you felt safe in school but some of you said there was a lot of bullying. It was pleasing to see you all working on how to stop bullying and showing such a good understanding of how victims feel. It was clear from assembly how many of you do not agree with bullying and I hope that you can work with your teachers to put a stop to the bullying in school.

I have asked your school to do three things to make it even better. Firstly I have asked the teachers to make their planning better for the activities you do when you are not learning about different subjects. Secondly, I have asked the senior teachers to spend more time looking at what the school does well and producing a document that shows all the good things about the school but also what it could do to improve. Lastly, the school is beginning to look at giving you more opportunities to go to mainstream schools and I have asked the school to make sure this happens.

I wish you all the best for the future.