



ADULT LEARNING  
INSPECTORATE



## Alderwasley Hall School

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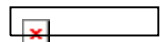
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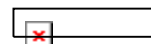
**Basic information about the college**



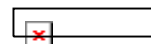
Name of college:	Alderwasley Hall School
Type of college:	Independent Specialist College
Principal:	Veronica Jenkins
Address of college:	Callow Park Derby Road Wirksworth Derbyshire DE4 4BN
Telephone number:	01629 823364
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Chair of governors:	Terry Lee
Reference number*:	DfES Reg. no. 830/6016
Name of reporting inspector:	Dr. Stella Cottrell
Dates of inspection:	7 - 11 February 05

*\*charity or registered business number of the company running the college*

## Part A: Summary



## Information about the college

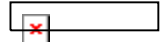


Alderwasley Hall School is an independent special school and is part of a group of schools belonging to the SENAD group, based in Mickleover, Derbyshire. The main school is located in Alderwasley, Derbyshire and the post-16 provision is located approximately five miles away at Callow Park, near Wirksworth. The post-16 department provides education and residential care for 38 weeks a year for students between the ages of 16 and 19 who have specific speech, language and communication difficulties. Two students are currently older than 19. At present, Callow Park has 45 students, four of whom are day students and seven are female. Four students are funded through the Learning and Skills Council (LSC), one through ELWa and the rest are funded by local education authorities across the country. None of the LSC or ELWa funded learners are from a minority ethnic background. Four are male and one is female.

Students have individualised programmes, which are based around objectives for improving their communication skills and independence. All students take courses in personal, social and health education, careers, as well as in speech and language therapy. Students can select options such as Team Enterprise and performing arts. The department is an approved centre for Edexcel Life Skills, Skills for Working Life and Business Technology Education Council (BTEC) Introductory Certificates in Health and Social Care, Information and Communication Technology (ICT) at Work, Hospitality, Travel and Tourism. It is also approved through Oxford Cambridge and RSA Examinations (OCR) for key skills and vocational programmes. Most students have a placement for one or two days in the week at one of six local colleges where current students funded by the LSC and ELWa are studying art, design, metalwork, ceramics or performing arts. Staff from Alderwasley Hall School accompany the students to college, as needed, to provide support within taught sessions or for time spent outside of class. Students usually take part in work experience during their time at the college. In

addition, students work towards developing greater independence in life skills. Students are based in three residential houses, two of which are on site at Callow Park. The third house is based in Matlock and caters for students who have achieved greater levels of independence.

### **How effective is the college?**



Overall, Alderwasley Hall School provides satisfactory provision for students with speech and language difficulties, autism and/or Asperger's Syndrome. Provision for speech and language therapy is very good. Students develop communication, personal and social skills well, and make gains in personal confidence and self-reliance. Provision for the development of literacy and numeracy skills is satisfactory. The development of independence skills through the extended curriculum is good. However, too much teaching is only satisfactory and residential accommodation does not provide adequate opportunities for some aspects of independent living. Leadership and management are unsatisfactory.

#### ***Key strengths***

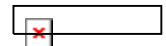
- good acquisition of communication, social and personal skills
  
- very good speech and language therapies
  
- good pre-entry and initial assessments
  
- good transition arrangements
  
- good opportunities and facilities for enrichment, social life and use of leisure time
  
- very good personal support.

#### ***What should be improved?***

- lesson planning
  
- monitoring of students' progress

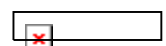
- strategic and business planning
  
- appraisals and performance management for teaching staff
  
- quality assurance arrangements
  
- compliance with legislative and contractual requirements with respect to Special Education Needs and Disability Act (SENDA) and the Race Relations (Amendment) Act 2000
  
- oversight of post-16 provision by SENAD.

#### **How well is the college led and managed?**



Leadership and management are unsatisfactory overall. The assistant head teacher with responsibility for post-16 provides supportive leadership. Regular consultation with staff contributes effectively to a shared sense of purpose and mission. Curriculum management is good and regular reviews involve an effective multi-disciplinary team approach. Teaching staff do not have regular appraisals. Arrangements for monitoring the quality of the teaching and learning are poor, including those for subcontracted provision with external providers. The self-assessment report is detailed but not sufficiently self-critical. Management information systems are incoherent and uncoordinated and do not provide sufficient data to evaluate teaching and learning adequately. The school has been slow to fulfil its legislative duties in relation to the Race Relations (Amendment) Act 2000 and SENDA 2001. Strategic and business planning is very weak and focuses mainly on the short term. Oversight by SENAD is inadequate. Financial management is underdeveloped. However, the quality of support and specialist therapies for students is very good and has a significant impact on students' achievement in those key areas for which they attend the college. Therefore, overall, the college provides satisfactory value for money.

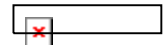
#### **To what extent is the provision of the college educationally and socially inclusive?**



The response of the school's post-16 department to social inclusion is satisfactory. It provides well for students with a range of speech, language and communication disorders. Students are encouraged to advocate for themselves, to make choices and feel respected and valued. The

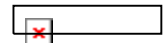
develop their social, personal and communication skills. All students work towards key skills, and provision for literacy and numeracy is satisfactory. Issues relating to equality and diversity are addressed well through the curriculum. Staff effectively challenge bullying and harassment. The response to educational inclusion is not satisfactory. Alderwasley Hall School has been very slow to fulfil its regulatory and anticipatory duties in relation to SENDA 2001. The accommodation is not adequately adapted for people with mobility difficulties. The response to the Race Relations (amendment) Act 2000 is inadequate. The school has produced a race quality policy but there is no accompanying action plan for its implementation. Few students and staff are aware of the RRA policy.

### **How well are students and trainees guided and supported?**



Support and guidance for students are good overall. Personal and specialist support for students is very effective. Good attention is paid to all aspects of students' behaviour and communication needs. Alderwasley Hall School makes good use of specialist assessments of students' social, emotional and learning needs, and provides a range of effective therapies. In several lessons, students do not have the appropriate level of learning support in line with their needs and their individual learner schedules. Induction processes are good, and sensitive guidance is made available for each student to help them choose those programmes and qualifications that are most relevant to their needs. Other information and advice given to students and their families are helpful, although the post-16 department has yet to complete a student handbook. Communication with families is maintained throughout students' placements. Thorough individual risk assessments are carried out and are reviewed regularly. Partnership links with the local Connexions service and other specialist agencies are good overall and students receive good support for transition. The post-16 department of Alderwasley Hall School is compliant with child and adult protection procedures.

### **Students' view of the college**



Students' views about the school's post-16 department were taken into account and a summary of their main comments is presented below.

#### ***What students like about the college***

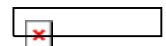
- staff give of their time freely
  
- good independence training
  
- many things to do
  
- very good speech therapy

- different skills groups
- very good key workers
- lots of help and support.

***What they feel could be improved***

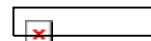
- food at lunch on a Friday
- efficiency of computers
- remoteness of site
- condition of football pitch
- more opportunities to keep fit.

**Other information**

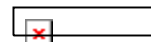


The college inspection report will normally be published 12 working weeks after the inspection. Once published, the college has two months in which to prepare its post inspection action plan and submit it to the local Learning and Skills Council (LSC). The college's action plan must show what action the college will take to bring about improvements in response to issues raised in the report. The governors should agree it before it is submitted to the local LSC. The local LSC should send to Ofsted only action plans from colleges that have been judged inadequate or have been awarded a grade 4 or 5 for curriculum provision, work-based learning and/or leadership and management.

**Part B: The college as a whole**

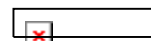


## Scope



1. Students have individual learning plans based on an initial assessment of their needs and interests. One is working towards a BTEC introductory certificate in health and social care, and one in ICT at Work. Two are working towards a nationally recognized certificate in Life Skills and/or skills for working life. All students follow a core curriculum which covers key skills, personal, social and health education, college links and placements, and includes work experience. Current LSC and ELW funded students have chosen options such as a General National Vocational Qualification (GNVQ) in performing arts, an essential skills course in ceramics and metalwork, and the Team Enterprise Project. Four students pursue part of their studies at local colleges. All students have speech and language therapy. The college provides activities on campus, within the residences and within the community to develop social, personal, leisure and independent living skills.

## Achievement and standards



2. Students demonstrate improvements in their speech and language abilities during their time at Alderwasley Hall School and, in some cases, these improvements are significant. All the students have communication difficulties when they arrive at Alderwasley Hall School, and a range of associated personal, social and behaviour problems. At Alderwasley Hall School, they gain a good understanding of how language and communication are used in different contexts, such as greeting strangers in formal settings, making small talk when arriving and leaving parties, talking to colleagues in the work-place and coping with difficult interactions in shops or on public transport. They learn how to vary their tone of voice, and to use body language and facial expression to communicate the messages they want to convey. In one instance, a student who used to be unable to participate in any social setting, has learnt how to initiate a conversation, to take account of the interests of others during a conversation, and to follow the conversation of other people. He is now able to use these skills to take part more fully in social life at college and in family life when he returns home. Students learn how to interpret language where the meaning may not be immediately apparent to them so that they can better understand humour, double meanings and inference, and to use these to enrich their own communication.

3. When they arrive at Alderwasley Hall School, some students are not ready to acknowledge that they have communication difficulties and do not recognise the connection between these and other problems they are experiencing in life, such as fear of travel, going out alone, attending social events or forming friendships. Over time, they gain a better understanding of their difficulties, gain strategies to manage these, and take on more challenging targets. For example, one student who experiences physical illness when he is in a crowd has learnt to manage his anxiety better. He took part in an outing to a large career fair and asked questions at stalls that interested him. Another student, who communicated very little when he first joined the college, now uses body language to respond to direct questions. He is more relaxed in social settings and expresses understanding of humour through laughter or his facial expression.

4. Students acquire a good understanding of concepts such as independence and self-reliance and learn how these are associated with self-esteem, confidence, trust and behaviour. They take on more responsibility for personal hygiene, doing their own laundry, organising their social life, and travelling independently. Most students study for at least one day a week at a mainstream college and also take part in a work experience placement. One student, who had needed considerable

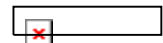
support when he started college, developed the skills to make all the arrangements for attending dance and drama courses of his own choosing at a local college of general and further education (GFE). He is now making preparations to start a hairdressing course near his home when he leaves Alderwasley Hall School, and is able to articulate the kind of support he will need for that course.

5. Students socialise well at the college and often become part of friendship groups for the first time. They learn to empathise better with others and to understand how their behaviour can affect other people. They are relaxed and happy during breaks and gather to socialise outside of lesson time. Some students have taken on positions of responsibility at the college, such as organising the library and showing other students where they can find resources. In another instance, a student was elected as managing director of the students' Team Enterprise business and takes the role very seriously. The Team Enterprise group has won several local awards.

6. Only one student funded by the LSC or ELWa has left Alderwasley Hall School so far. On joining the college, he was expected to achieve at level 2, and his previous education suggested he was unlikely to succeed in numeracy. This student successfully completed a level 3 qualification, gained a key skill in numeracy at level 2, and pursued a course of study at a local school to prepare him for university. He progressed successfully to university to pursue a course in performing arts. Current students are successfully achieving national vocational qualifications, such as BTEC awards and key skills qualifications at appropriate levels.

7. Although students make good progress over time in their key areas of difficulty, the college does not have suitable mechanisms for monitoring whether students are progressing at an appropriate rate. Insufficient emphasis is laid on progress in academic subjects and the standards of work in these areas, especially when the student is working at a mainstream college. For example, progress in lessons is not monitored well, and insufficient guidance is given to students on marked work about how they can improve their performance. Where students achieve a unit of a course with a minimum pass, insufficient attention is paid to raising standards on that unit, and very few references to homework are made during class.

### Quality of education and training



8. Teaching and learning are satisfactory overall but the quality of lessons varies greatly. Half the lessons were good or better, but some teaching was unsatisfactory. In the best lessons, teachers used skilful questioning techniques to enable all students to participate. In one lesson, for example, when a student made no response to questions, the teacher continued to pose the questions from different angles and in an encouraging way, and the student produced a good response. The teacher acknowledged the key point in the student's answer, and used this as the basis of the question she asked of the next student, demonstrating the value in the student's effort. However, in several lessons, teachers and support staff did not use adequate strategies to assist students to arrive at answers for themselves. In many lessons, teachers or support staff provided the answers too quickly or gave directions to students rather than assisting them in a structured way towards discovering the appropriate actions and answers for themselves.

9. Teachers have a good understanding of the general difficulties associated with students' disabilities and of the overall curriculum. In most lessons, teachers' awareness of autism and Asperger's Syndrome is used to manage students' behaviour effectively. Staff know the students well and are aware of when the students' personal life is having an effect upon their behaviour during class on a particular day. They use interesting activities to stimulate students' interest. In a lesson aimed at helping students to understand humour, students enjoyed voting on the jokes as if they were part of an international competition. As part of developing students' confidence in travel, a group of students took part in a travel challenge, using as many different kinds of transport as they could within a day, and checking the health and safety requirements for each.



10. Lesson planning is inadequate. Too little information is provided to students and support assistants about what individual students are expected to achieve within given timescales, to help them to manage their time and monitor their progress. Lesson plans and schemes of work do not make sufficient specific reference to individual students' needs and objectives. Although staff are often aware of general targets that coincide with the teaching ethos, such as asking for help when needed, there is very little reference to more specific individual targets during lessons. Students' objectives, goals and needs are not shared sufficiently with staff at the mainstream colleges, who are not aware of how they can take account of these when planning lessons or the way they manage student interactions during lessons.

11. Insufficient consideration is given to planning support and activities so that students' time is used effectively during lessons. In the better lessons, all students participated well throughout lessons. In many other cases, students' time was wasted in settling down, in moving rooms, and especially in the time it took to receive support or individual attention. In one lesson, all but one student repeated the same lesson from the previous week, without making progress from one lesson to the next. In the best lessons, learning support assistants were skilful in identifying when to intervene to help students to progress and did so successfully. In other lessons, either adequate numbers of support staff were not provided or the support given was not satisfactory, so that students either did not participate fully or spent too long waiting to be told what to do next.

12. Overall, resources to support learning at Alderwasley Hall School are satisfactory. The availability of specialist support such as speech and language therapy is very good. There is a good ratio of speech and language therapists to students, and the therapists are well-qualified and experienced. This resource is generally used effectively in assessment, in setting and reviewing targets, in developing the curriculum, providing direct support to students, and in helping other staff to support students. Other specialist support, such as occupational therapy, is available when needed. Teaching and care staff are also suitably qualified and experienced. Students benefit from using GFE colleges to extend their range of options and to build independence skills, but Alderwasley Hall School does not always make effective use of the students' time at this college through sharing their learning targets with college staff and monitoring their progress.

13. Most teaching rooms and library facilities are bright, well-furnished and suitable for learning, but a few rooms in one block are poorly refurbished and many rooms are under-utilised. Some teaching rooms lack blinds. Buildings and the grounds have not been sufficiently adapted to make them accessible to people with disabilities. External lighting is poor and some surfaces are very uneven. In other respects, Alderwasley Hall School is paying appropriate attention to providing a safe and healthy environment for students and conducts a suitable range of health and safety assessments. Resources for information and communication technology are used effectively to support aspects of the curriculum but there are too few computers available for class-based activities and for homework. Library facilities are adequate but there are insufficient text books to support academic subjects. Teachers design good learning materials, such as the work experience log book, but some commercially produced materials are not used in ways which suit students' needs. Residential accommodation is comfortable and provides good social and leisure facilities. However, it is overcrowded and provides insufficient opportunities for students to have their own rooms and to develop more advanced independence skills.

14. Alderwasley Hall School makes very good and comprehensive assessments of students' suitability for the school, using input from parents, schools and specialists as well as close observations during residential visits. Initial assessment is also good and provides a baseline against which improvement is successfully measured on an annual basis, especially for speech, language and communication targets. Assessments for literacy and numeracy are repeated after the first term, and are used to identify the correct level for key skills and to identify areas that need further development. Annual reviews are generally good and give detailed information about assessment, the extended curriculum, and progress against targets. These also identify areas for future improvement and changes to the students' programme. In a very few instances, some of the most important information related to a particular student is not detailed enough in their annual report and some aspects of these reports are inaccurate.

15. Effective use is made of specialist assessments by educational psychologists, speech therapists

and other specialists in order to identify key objectives for students. These objectives focus appropriately on students' specific communication difficulties and form the basis of their individual learning plans. Students are set relevant targets against each objective. However, individual learning plans make too little reference to academic aspects of students' programmes and options and do not identify sufficiently how students' key objectives will be developed through different aspects of their programme. Insufficient attention is given to short-term target-setting, especially during lessons, to assist with monitoring progress. When students' speech and language objectives are set, strategies are suggested on how these can best be achieved although these are not always followed up in class. Although staff communicate frequently on an informal basis about students, there are too few formal mechanisms for discussing or measuring the effectiveness of strategies being used and evaluating students' rate of progress during the short-term. Alderwasley Hall School is aware of this and is currently introducing a new tracking system which will be piloted this term.

16. Assessment and verification or moderation arrangements for externally accredited qualifications meet the requirements of the awarding bodies. Students receive encouraging feedback and are helped to achieve most targets successfully. In some areas of the curriculum, they are not given sufficient feedback on how to improve their written work.

17. The provision, which includes programmes from entry level to level 3, is varied and well matched to the needs and interests of students. The range of therapies, with their particular emphasis on communication, successfully contribute to students' programmes. Where appropriate, students attend courses at local colleges of further education (FE) and benefit from a range of vocational training opportunities and qualifications. Provision for work experience is good. Alderwasley Hall School has well-established, but insufficiently monitored, links with six local general FE colleges across Derby, Chesterfield, Buxton and Ilkeston. The links with local colleges and the community provide a wide range of opportunities for students to gain experience and qualifications in academic and vocational skills.

18. There are good links between different aspects of the curriculum. Individual learning plans are designed in collaboration with the students' key workers, pastoral tutors and individual speech and language therapists. This provides coherence across several aspects of the students' programmes and ensures effective integration of care and speech and language objectives. For example, assignments and discussions about stereotyping and prejudice covered in communication key skills are linked successfully with topics from personal, social and health education and preparation for work experience. However, most students spend at least a day a week in general FE colleges and sufficient links are not made with these aspects of students' programmes.

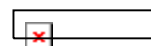
19. Good use is made of the wider community. Although the site is remote, students are encouraged and supported to develop independent travel skills. Work experience programmes are particularly well-planned, and enable students to understand the world of work and consider their futures. Relevant information is shared sensitively with employers, who are supportive and help students to gain confidence. Structured programmes for careers education and guidance are satisfactory but are in need of coordination and further development. The adult focus in the residential houses helps students to develop appropriate adult behaviours.

20. Transition arrangements are comprehensive and are effectively included in the annual review process. Links with students' future placements are good and include a detailed transition plan and guidance related to their communication and support needs. Alderwasley Hall School makes effective use of the local Connexions advisor, who attends reviews whenever possible and offers advice regarding transition arrangements. The college provides a good breadth of experience to students through their programmes, as well as through a wide range of enrichment activities. The vocational and independent skills programmes are effective and do much to develop students' confidence and communication skills. The enrichment programme on site offers suitable activities such as football, swimming, cadets, basketball, discos, trips and visits to local leisure facilities, shops and pubs. As students increase their levels of independence, they can move into residential accommodation at Cavendish House in the centre of Matlock. Here, they are encouraged to do more for themselves, to travel independently and to arrange their own leisure activities. For example, one student is taking driving lessons.

21. Support and guidance for students are good. Speech and language therapy is very good, and strategies for improving students' communication skills are generally communicated well to different staff and integrated into students' programmes. The management of students' challenging behaviour is good, and strategies are consistently applied by staff. The induction process helps students to settle in well and find their way around the site. Sensitive guidance and information are made available for students to ensure that they choose the programmes and qualifications most relevant to their needs. Formal guidance about future destinations is effective. The post-16 unit has yet to complete a student handbook.

22. Personal support for students is very good. Each student has a key worker, pastoral tutor and individual speech and language therapist, who meet regularly. Effective formal tutorials with the student, key worker, pastoral tutor and individual speech and language therapist take place once per term. Group tutorials are weekly and students have regular access to individual members of staff. Specialist therapeutic support is very good and meets students' needs. Students have access to specialist counselling if required. Attendance and punctuality are good. Staff maintain regular contact with parents and carers where appropriate. All staff are checked by Criminal Record Bureau (CRB) and all have received appropriate training for safeguarding children. The child protection policy is satisfactory and a comprehensive action plan resulting from recommendations of the most recent 'announced' inspection by the Commission for Social Care Inspectorate (CSCI) is being implemented.

## Leadership and management



23. Leadership and management of the college are unsatisfactory overall. The provision was last inspected as a school in 2001. Since that time, there have been changes to the senior management team and the ownership of the school has changed. Many senior managers have only recently been appointed. SENAD's operational manager, the head teacher, assistant head teacher with responsibility for post-16, and the head of care all started in post within the past few months. Appropriate actions are being taken to restore smooth day to day management and operational stability. However, whilst new structures and systems are being developed and implemented across both care and education, these are not yet comprehensive. They are not yet fully understood by all staff, have not been evaluated and it is too early to assess whether they will bring about the required improvements.

24. The mission of the school is effectively promoted by the senior management and leadership team. The ethos of the school promotes a shared sense of purpose. Morale is good and staff value the new sense of purpose to bring about improvement within the school. Working relationships among multi-disciplinary staff teams are very good. Morning briefings; regular communication with residential staff; management; multidisciplinary team and curricular meetings ensure effective, if informal, communication between staff. However, the outcomes of many meetings are not recorded and they do not sufficiently focus on students' progress. For example, weekly meetings that used to take place to discuss students' progress are no longer held.

25. Strategic and business planning is weak. Whilst the new head teacher has a clear vision for developing the provision, there is no strategic plan which identifies how longer term aims will be implemented. Planning focuses primarily on short term goals, in response to circumstances as they arise. The post-16 unit has recently produced its first self-assessment report and accompanying development plan. All staff were effectively involved in the process and the report is detailed and comprehensive. However, it is insufficiently self-critical and does not accurately identify all of the weaknesses identified by inspectors. The development plan is not sufficiently linked to appropriate strategic, business and financial plans.

26. Quality assurance processes and procedures are unsatisfactory. The lesson observation process for teaching and learning lapsed some years ago. A new scheme has just been introduced

but this is still at a very early stage and staff have not been sufficiently involved in its development. Teachers do not have regular feedback about their performance, so targets are not set for improvement or action plans put in place for this. The post-16 department does not use routinely set targets for overall students' achievement and for monitoring Alderwasley Hall School's performance. Inadequate mechanisms are in place to assure the quality of the provision in partner GFE colleges. Memoranda of agreements focus mainly on financial matters rather than teaching, learning, support and assessment. Detailed information about students' individual communication needs and targets is not routinely shared. Learner schedules are not regularly audited or reviewed and students do not always receive the support outlined in their individual schedules. The views of families, students and stakeholders are not systematically sought or collectively used to monitor trends or to bring about improvements. Whilst students have opportunities to express their views as individuals, for example through the tutorial processes, they do not have a collective voice for influencing change. A student action group is planned for the future but is not yet in place.

27. A wide range of policies and procedures have been developed which are appropriately dated and regularly reviewed but few are specifically designed for the post-16 provision and not all staff are aware of the policies. The health and safety policy and procedures are comprehensive. The school annually requests external consultants to assess the effectiveness of these procedures. Although most health and safety issues are well addressed, there are poor surfaces to paths and limited lighting in some parts of site. The school has a detailed behaviour policy which effectively outlines issues relating to harassment and bullying. The school has clear procedures for complaints and recording incidents and staff effectively challenge prejudice and discriminatory behaviour.

28. Regular appraisal processes are established for therapy and residential staff but are not in place for teaching staff. Systems have been developed for the performance management of all staff but these are still in the planning stage. Staff development opportunities are good overall. For example, two members of staff are involved in post-graduate courses in basic literacy skills and behaviour management for students with learning difficulties and/or disabilities. However, some staff groups, such as the speech and language therapists, have training and development needs which are not fully met. Gaps in the skills of staff are informally identified but there is no overall training plan. Staff induction procedures are effective and the SENAD staff handbook is comprehensive, but there is no specific formal guidance for staff working with post-16 students.

29. The overall management of the curriculum is effective. The annual curriculum review is rigorous and involves an effective multi-disciplinary team approach. Multi-disciplinary staff meetings focus on evaluating the needs of existing and potential students and the suitability of courses on offer. New national initiatives are considered to ensure that all students have access to the most appropriate programmes, such as introduction of key skills to enable students to make a more effective transition to other colleges when they leave Alderwasley Hall School.

30. Management information systems are incoherent and uncoordinated and do not provide sufficient data to adequately evaluate teaching and learning. Whilst data are collected, they are not effectively analysed or used to set targets to bring about improvements. Inadequate systems are in place for identifying students' progress across all areas of their curriculum, including the targets in their individual learning plans and their rate of progress over time.

31. The school has been very slow to fulfil its regulatory and anticipatory duties in relation to SENDA 2001. A full disability audit was conducted only in November 2004, the recently produced action plan is not comprehensive and actions have yet to be implemented. Many areas within the school are not accessible to people with mobility difficulties. The response to the Race Relations (Amendment) Act 2000 is inadequate. Whilst the school has produced a race equality policy, there is no accompanying action plan for its implementation. Few students and staff are aware of the Race Relations Act. Staff have not received training as required by both acts, and required monitoring is not in place. Neither the self-assessment report nor the development plan refers to this legislation. Equal opportunities are successfully promoted through the curriculum. Recognition is given to the difference in numbers of female and male students. In response to this, female students have their own communication group so that they can form a peer group with other young women.

32. The school does not have a formally constituted governing body. SENAD oversees the work of

the school and the head teacher reports directly to the SENAD operations manager who in turn reports to the board of trustees. The SENAD board of directors does not monitor effectively the quality of the post-16 provision and has not ensured that the school's policies and action planning in relation to equal opportunities legislation are met. Financial management systems and procedures are underdeveloped and little long term financial and business planning is in place. The school is aware of this weakness and plans are being put in place to change this. A system of devolved budgeting is yet to be effectively established. Best-value principles are applied for purchasing goods and services. However, students' needs are generally met, and specialist support is very good. The overall quality of provision is satisfactory value for money.

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