

John Jamieson School

Inspection report - amended

Unique Reference Number	108119
Local Authority	Leeds
Inspection number	324709
Inspection dates	31 March –1 April 2009
Reporting inspector	Michael McDowell

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Special
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Number on roll	
School (total)	148
Sixth form	0
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Roger Cannon
Headteacher	Miss Diane Reynard
Date of previous school inspection	15 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hollin Hill Drive Leeds West Yorkshire LS8 2PW
Telephone number	0113 2930236
Fax number	0113 2930237

Age group	2–19
Inspection dates	31 March –1 April 2009
Inspection number	324709

Amended Report Addendum

Text is added throughout document - has been re-submitted in text.

© Crown copyright 2009

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 two Additional Inspectors.

Description of the school

John Jamieson provides for pupils with moderate, severe, complex or profound and multiple learning difficulties. Most pupils are White British but a substantial minority are Asian British chiefly of Pakistani background. There is also a small number of Black British pupils and a few who are of mixed heritage. A few pupils are looked after by the local authority. Boys outnumber girls. Because of their learning difficulties and/or disabilities pupils' starting points are very low and they work at levels well below average for their age. The school is the Specialist Inclusion Learning Centre (SILC), for the eastern part of Leeds. It manages the Hospital and Home Teaching Service for all of Leeds and the city-wide Physical Difficulties and Medical Service. In 2006, the school gained the status of specialist college for technology. Because local authority policy is to offer a place in a mainstream setting to very young children with learning difficulties and/or disabilities, the school provides full-time support to children in the Early Years Foundation Stage who are on its roll but attend at children's centres or at a partner school. The school has achieved the following awards: National/Advanced Healthy Schools status; Inclusion Charter Mark; Investor in People; Investor in Pupils; British Educational Communications and Technology Agency ICT Mark; Activemark; Arts Award and, for the Hospital and Home Teaching Service, Creative Partnerships.

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 as pupils and parents agree. Pupils say that they enjoy all their lessons because the teachers make learning fun. Parents say that their children gain confidence and make greater progress than they once thought possible. Pupils who are taught by the hospital and home teaching service also praise their teachers and the education they are offered. The Physical Difficulties and Medical Service that provides medical and therapeutic support for pupils with physical disabilities across the city is managed very effectively and efficiently.

Achievement is outstanding. Children in the Early Years Foundation Stage thrive. They make excellent gains from their very low starting points. Achievement in Key Stages 1 to 4 is exceptional. Pupils make progress at a markedly higher rate than others with similar learning difficulties and/or disabilities elsewhere. There are no significant differences in achievement between girls and boys or between majority and minority ethnic groups. Children who are looked after by the local authority do as well as others. Personal development is exemplary. Pupils try extremely hard to stick to the healthy diet they know is good for them and to keep as active as possible. Bullying is not an issue. They know that the school will follow up any concerns they have about the behaviour of others and resolve difficulties. They behave safely and show real concern for others. They offer practical help whenever they can. They know that the school listens to their suggestions to improve it. Behaviour is excellent. Pupils try their hardest and there is no disruption to learning. They greatly enjoy their education. Attendance is good. Almost all come to school whenever possible. However, because of their frail health, a small number are absent for lengthy periods.

Teaching and learning are outstanding. Teachers match work very precisely to their pupils' needs. They are highly skilled at grabbing their attention at the outset of lessons. They know that many pupils progress best by learning practically and many lessons include role-play that pupils find hugely enjoyable. The impact of specialist school status for technology has been significant in improving the quality of teaching and resources, particularly in mathematics, science and technology. These are taught exceptionally well and some lessons are inspirational. Information technology is used extremely well to make teaching accessible. The curriculum is excellent. It fully meets the requirements of the National Curriculum and the individual learning needs of pupils. The curriculum promotes pupils' personal development and well-being exceptionally well. It matches their aspirations through a range of externally accredited courses and exceptionally good opportunities to develop independent living skills. Care, guidance and support are excellent. Effective steps are taken to ensure the safety and well-being of pupils. The school's child protection policy is reviewed regularly. Teachers check pupils' progress frequently and help them understand how well they are getting on by discussing with them their future targets. The school excels in the quality and extent of its relationships with other agencies and schools. Excellent use is made of these to ensure that pupils stay safe and healthy and receive the best possible educational opportunities.

Leadership and management are outstanding. The drive and vision of the Principal are complemented by the commitment of a leadership team that shares her understanding of the direction the school and Hospital and Home Teaching Service must take to best serve its pupils and the local community. Leaders keep the school under review and know it exceptionally well. It sets and achieves challenging targets for improvement. There is full commitment to equality of opportunity. The initial targets set when the school was designated a specialist college for technology have been very well met. Pupils have greater access to the curriculum and standards

in technology have significantly improved. Governance is exemplary. The governors are supportive but stand ready to hold the school, the Physical Difficulties and Medical Service and the Hospital and Home Teaching Service to account. The school has made great strides since the last inspection. Its capacity to improve is excellent. It offers outstanding value for money.

Effectiveness of the sixth form

Grade: 1

The sixth form is outstanding. Most students join it from John Jamieson but a minority come from other schools. This is a good indicator of the high regard in which it is held. Achievement is excellent. Students make exceptional progress in mathematics, English and personal and social development. Leavers gain external accreditation for their hard work at an appropriate level. Personal development is exemplary. Students love coming to school and contribute a great deal to it. Their attendance is good. They are effective advocates for all students and provide excellent support to the more vulnerable. Some make use of their excellent artistic and ICT skills to assist teachers by, for example, making photographic and video records of lessons. Students' social and independent living skills are notable because they respond so well to an excellent curriculum that provides many opportunities to use initiative and to make decisions. Students' economic insight and their awareness of the workplace are very strongly supported through well established enterprise activities. For example, they plan together, grow produce, prepare and sell food and make a variety of marketable items. Teaching and learning are excellent. Expectations of students are high. Their needs and aptitudes are taken into account when their challenging targets are set. Leadership and management of the sixth form are outstanding. Extremely effective partnerships with other agencies are established that promote students' excellent well-being. There is great commitment to ensuring that all students have equal opportunities and none are discriminated against. Resources are used with exemplary efficiency and the sixth form has made significant improvement since the last inspection.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The skills and personal development of children entering the Early Years Foundation Stage are well below those expected for their age. However, in each of the settings in which they are placed, they thrive because of the outstanding provision made for them. They make excellent progress towards their early learning goals. However, because of their learning difficulties and/or disabilities they do not attain these by the end of the Reception Year. In each setting, children benefit from exciting opportunities to work and play inside and outdoors with mainstream friends. Children's personal development and well-being are excellent. They gain confidence and become increasingly independent. They feel safe and enjoy both the activities they choose for themselves and those that are led by their teachers. Staff know the children very well, and plan collaboratively for their physical, social and learning needs. The expert support provided by key workers from John Jamieson ensures that opportunities for learning are tailored to the special needs of each child. Children are helped to learn and develop very effectively by outstanding teaching. Planning is very thorough. The assessment of each child and the recording of their development are excellent. Children's welfare is exceptionally well supported. Response to personal need is first class because staff members implement the daily routines for each child very diligently. Leadership and management of the Early Years Foundation Stage are outstanding. Initial contact with parents is carefully managed and effective partnership

is maintained with them throughout their child's stay. This helps to ensure that children settle in quickly and enjoy their time in the Nursery.

What the school should do to improve further

All areas for improvement are minor. The school has an excellent understanding of what it should do to improve and is already addressing these matters.

Achievement and standards

Grade: 1

Because teaching is imaginative and lessons capture their interest so well, pupils make exceptional progress. Children in the Early Years Foundation Stage benefit from excellent support and make significant gains. Pupils in Key Stages 1 to 4 achieve extremely well. They meet or exceed the challenging targets set for them. Their progress is swifter than that of most pupils with similar learning difficulties and/or disabilities both in other local schools and nationally. They make particularly good strides in mathematics, science and English, especially communication; pupils' attainment in science has improved greatly since the last inspection. Pupils' development of communication skills is excellent. Where necessary, they readily use and respond to sign, symbol writing and picture exchange. Those who have electronic communication aids use these with exceptional skill and competence. Progress in technology has greatly improved since this became the school's specialism. Developments in technology, including those that improve pupils' access to the curriculum have had a measurable effect in promoting higher achievement in all subjects. Use of technology to aid communication is especially effective and extensive. This enables pupils without speech to take a full part in lessons. In Key Stage 3, pupils begin to follow externally accredited courses. They gain AQA Unit Awards. In Key Stage 4, pupils follow Entry Level courses. In 2008, over half of pupils gained certificates in mathematics and science. Just under half did so in ICT. Those pupils who have the capability complete GCSE courses, for example in art.

Personal development and well-being

Grade: 1

Spiritual, moral, social and cultural development is exceptional. Pupils are very courteous and considerate towards their school-mates, staff, and visitors alike. They help each other without prompting. Those who are more physically able lend a steadying arm to their friends or happily push their wheelchairs. Even the youngest pupils take turns very well and let their fellows have their go or have their say without interruption. Pupils celebrate their friends' successes and enjoy the way these are displayed on the achievement board. The coaching system that formally pairs up every child with an adult who they like and can trust greatly boosts their confidence and social development. Pupils are aware that there are less fortunate children in the world and they do their best to help, for example by donating backpacks filled with small, useful gifts to youngsters in Malawi. Pupils try very hard to stick to the principles for healthy living that they have been taught. They are very active during break times and they love games and physical education. They feel very safe at school. They use tools and technology such as the internet very carefully. It is very clear that pupils enjoy school very much. They love their lessons as well as being with their friends. Behaviour is excellent; those pupils who have difficulty in controlling their impulses respond very well to positive management and become far less demanding.

Quality of provision

Teaching and learning

Grade: 1

Teaching within school and the Hospital and Home Teaching Service is outstanding and some lessons are inspiring. Teachers are expert in their subjects. They use a robust system to track and analyse pupils' progress. Teachers have a deep knowledge of what pupils know, understand and can do. Lessons are planned in great detail; this helps to ensure that from the outset pupils' interest is engaged and that they give full attention. Teachers use a broad range of methods and set imaginative tasks. They ensure that pupils' learning experiences are fresh and lively. Their expectations of pupils are very high. No time is wasted. However, while they set their pupils significant challenges, they also provide them with all the guidance that they need to succeed. They keep them clearly informed about what they should do next to improve. The use of ICT to support teaching and learning is excellent. Interactive whiteboards and computers are used to the full. Teaching assistants and learning mentors who are part of the Hospital and Home Teaching Service make a great contribution to pupils' learning. They lead groups and support individuals exceptionally well.

Curriculum and other activities

Grade: 1

The curriculum is exemplary. Those supported by the Hospital and Home Teaching Service, as well as those within the school, are offered learning experiences excellently tailored to their individual needs. The curriculum is made accessible to the pupils who are hardest to reach. Many who have severe communication difficulties are helped to fully participate in lessons through the use of signing, picture-exchange communication and electronic talkers. The use of technology to enable pupils to get the most from their lessons is exceptional. As the school has developed its specialism in technology, a range of high quality courses, each richly resourced, has been added to the curriculum. The developments in technology have had positive impact on the effective delivery of courses in other subjects. Pupils and students in the sixth form group have their work externally accredited at a level that suits their capabilities. There are many opportunities for learning beyond the school day through visits, some of which are residential, and attendance at clubs run by the school.

Care, guidance and support

Grade: 1

The care provided in school and by the Hospital and Home Teaching Service is excellent. Pastoral arrangements have been greatly enhanced by the introduction of the coaching system that assigns each pupil to a named staff member who oversees their welfare and provides guidance. This is popular with the children. They feel safe knowing that they have an adult who is on their side and will always listen to them. The school gives the highest priority to the well-being of its pupils. Child protection procedures are known to all staff and the child protection policy is regularly reviewed. Thorough assessments are made of the risks involved in journeys, visits and other activities. Individual learning and behaviour plans are reviewed regularly and annual reviews of statements of special educational need are carried out very effectively. Liaison between the school and other agencies is outstanding. As a result, pupils and families receive the support they need. Liaison with parents is excellent. It is significantly aided by the work of the curriculum parental support assistant, who plays a vital role in supporting pupils and families

from minority ethnic groups. The school promotes good attendance well and actively follows up the small number of incidences of unauthorised absence. Pupils and students are very well prepared for their life after school. They are given excellent opportunities to develop independence and the attitudes and skills that will help them in future training or the workplace.

Leadership and management

Grade: 1

The school has developed rapidly since its designation as a SILC in 2005. It has shown innovative and creative leadership of the Physical Difficulties and Medical Service and the Home Teaching Service. Since the last inspection it has successfully completed almost three years as a specialist technology college and has met its initial targets. These included: raising pupils' achievement in technology and all areas of learning; removing barriers to learning through adaptive technology; broadening the curriculum through innovative technological approaches and providing partner schools with models of excellent practice. The school keeps a close eye both on the quality of provision it makes and the achievement of pupils. Commitment to inclusion is wholehearted. The school promotes equality of opportunity and resolutely confronts and opposes discrimination in all its forms. It promotes community cohesion exceptionally well. There is a policy for this and the school is submitting an impressive folio of evidence of its work for the Stephen Lawrence Award. Relationships with parents are excellent and the great majority praise the school highly. When, as very rarely happens, difficulties arise, the management responds openly to complaints, reviews the evidence and shares the outcomes of this with all interested parties. Safeguarding procedures meet current government requirements. Resources are used efficiently and to full effect. Governance is exemplary and governors play a full role in planning for improvement and keeping the school under review.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
---	----------------	-------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	1	1
The capacity to make any necessary improvements	1	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1	
How well do children in the EYFS achieve?	1	
How good are the overall personal development and well-being of the children in the EYFS?	1	
How effectively are children in the EYFS helped to learn and develop?	1	
How effectively is the welfare of children in the EYFS promoted?	1	
How effectively is provision in the EYFS led and managed?	1	

Achievement and standards

How well do learners achieve?	1	1
The standards ¹ 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/or disabilities make progress	1	1

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	1
How effectively leaders and managers use challenging targets to raise standards	1	1
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination eliminated	1	1
How well does the school contribute to community cohesion?	1	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	1
The extent to which governors and other supervisory boards discharge their responsibilities	1	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	

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of John Jamieson School, Leeds, LS8 2PW

I really enjoyed being with you this week when my colleague and I inspected your school. You told me that it was 'great' and I can say that I agree with you – it is. Some of you were kind enough to talk to me. You said that you found learning was easier because your teachers were 'funny'. They gave you work that was just right for you. You know a lot about keeping healthy and safe. You told me how important it is to treat all people well and to respect the beliefs of others. You do good things such as sending 'backpacks' to Malawi. You did not think there was any bullying and you felt really well looked after, especially by your 'coaches'.

The inspection found that yours is an outstanding school. You make excellent progress in your work and you are polite, helpful and considerate of others. You are taught extremely well and you get all the help you need to succeed. Your lessons are lively and great fun and you are given lots of interesting things to do. Your skills in technology of all sorts are really improving. You are looked after carefully and kept safe. Your school is excellently led and managed.

Your Principal and her staff know exactly what to do to make your school even better and I am sure they will carry out their plans.

Thank you once again for your help and politeness and good luck to you all.