

Stubbin Wood School

Inspection report

Unique Reference Number	113036
Local Authority	Derbyshire
Inspection number	325742
Inspection dates	6–7 May 2009
Reporting inspector	Kath Smith HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Special
School category	Community
Age range of pupils	2–16
Gender of pupils	Mixed
Number on roll	
School (total)	94
Appropriate authority	The governing body
Chair	Mr Andy Bickles
Headteacher	Mr Lee Floyd
Date of previous school inspection	4–5 May 2006
School address	Burlington Avenue Langwith Junction Mansfield NG20 9AD
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors visited 11 lessons, and held meetings with governors, staff, a group of pupils, and the school's improvement partner. They observed the school's work, and scrutinised documents including lesson plans, pupils' assessment information and the school improvement plan. Responses from 25 parent questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress
- the inconsistencies in attainment rates between different pupil groups in different core subject areas
- the effectiveness of school improvement planning.

Information about the school

Stubbin Wood is experiencing gradual change in the profile of the school population. Although the largest group in the school are pupils with moderate difficulties there has been a significant number of pupils admitted in recent years which present severe learning difficulties, profound and multiple learning difficulties and autistic spectrum disorder. A few pupils present severe challenging behaviours which require immediate intervention. This has led to some major adaptations to the accommodation, curriculum and resources as well as the staff's skills and expertise. The school has six children under the age of five accessing Early Years Foundation Stage provision as well as operating an inclusive nursery where children are educated alongside those with varying degrees of learning difficulties and/or disabilities. The vast majority of pupils come from White British backgrounds.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Stubbin Wood School is a good school with outstanding care, support and guidance. Pupils make good progress. Many achieve better than expected levels in most National Curriculum subjects. Pupils' behaviour is outstanding and improves considerably as a result of the good relationships which exist between themselves and members of staff. They develop social skills and work well together cooperatively. They enjoy their time at school and benefit from the wide range of activities on offer including after-school clubs, and residential visits. Pupils gain a strong sense of community and their awareness of different cultures and religious backgrounds are successfully raised through the close links made with other schools, both local and international. Although pupils gain many skills important for their future economic well-being, including independent skills and basic literacy and numeracy, they have insufficient planned opportunities to develop work-related skills that will help them in future employment.

Teaching is good overall. It is well planned and good approaches are often used with the needs of different pupils in mind. However, on occasions resources are not adapted well enough to meet the needs of pupils with reading difficulties. Individual learning objectives identified within individual education plans are not always included in lesson plans to raise pupils' awareness of how well they are achieving in lessons.

Pupils feel safe within the school's very caring and supportive learning environment. The school has been very successful at working with parents to support their child's progress and welfare.

The school is successfully led and has good capacity to improve further. The headteacher and senior leadership team work hard to identify underperformance of pupils and act swiftly to bring about improvements. Since the last inspection subject leaders are more involved in self-evaluation and in the use of data on pupil performance to enable them to act if pupils are not achieving in line with their expected learning targets. The monitoring of school improvement planning has improved greatly. However, the school does not summarise the information it has so that it can measure its success against whole-school performance targets.

What does the school need to do to improve further?

- Improve teaching further by including individual learning targets in lesson planning and by adapting resources to meet the needs of all pupils, especially those with reading difficulties.
- Improve the development of pupils' work-related skills by providing more planned activities matched to their long term goals.
- Use information about learner outcomes and the quality of provision to devise challenging performance targets linked to school improvement planning.

Outcomes for individuals and groups of pupils

2

Achievement is good. Most pupils make good progress. Those with complex needs, mostly at Key Stage 1 and 2, do particularly well across core subjects. The standards pupils achieve are low but are improving, especially for those pupils with moderate learning difficulties in Key Stages 3 and 4. Pupils at Key Stage 4 gain units, certificates and awards in a wide range of entry level courses and most progress onto further education.

Pupils make significant improvements in their behaviour and social skills. They enjoy their lessons and show a sense of caring towards others. Teachers and assistants encourage pupils to work cooperatively together and pupils gain a sense of self-worth through helping one another. Their confidence and self-esteem is boosted by the high levels of positive reinforcement given to them when they successfully complete a task or answer a question correctly. This aids learning and motivates pupils to show excellent behaviour towards teachers and other pupils in the class. Parents strongly agree that children feel safe and there are a low number of incidents of bullying.

Pupils develop a strong sense of community and their spiritual, moral, social and cultural development is a major strength. Pupils gain insights into other languages, religions and cultures through their active participation with local groups and international links with schools as far away as China and Africa. Many pupils take part in sporting activities and most choose healthy eating options at lunch and break times. Pupils effectively learn the skills necessary for their future lives, such as dealing with money, cooking and shopping for themselves, teamwork and functional literacy and numeracy. Although pupils take part in enterprise activities there are insufficient opportunities given to the development of employment-related skills.

These are the grades for pupils' outcomes

Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	1

How effective is the provision?

Overall teaching is good. Teachers know their pupils very well and adopt approaches which maintain the pupils' interest in the planned activities. Teaching assistants make a valuable contribution to pupils' progress and provide sensitive support as needed. Good use is made of interactive whiteboards which captures pupils' interest and provides opportunities for active participation in learning. In most lessons the tasks planned for pupils to complete are matched successfully to their individual learning needs. However, in a few cases in lessons observed during inspection the lack of adapted resources meant that, especially for those pupils with reading difficulties, learning proved more difficult, and extra support was needed for their active engagement.

Assessment and systems to track pupils' progress are developing well. Teachers are actively involved in identifying underperformance of pupils so that they can revise their teaching practices and deploy support staff more effectively. Useful teaching strategies are identified within individual education plans to enable pupils to achieve their individual learning targets. These are based very effectively on ongoing assessment of need and provide excellent guidance to teachers in the planning of lessons. However, individual learning targets were not included in lesson plans or referred to enough in lessons. This resulted in missed opportunities to share and recognise progress during lessons with individual pupils.

The curriculum is good and provides pupils with an extensive range of learning experiences. Pupils are placed in groups most suitable to their assessed levels of ability in relevant subjects. A particular strength of the curriculum is the focus given to extended after-school activities, residential visits and school trips in which all

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

pupils can participate. The curriculum is enhanced through links with local schools and opportunities to integrate with other pupils. The school recognises that further work needs to be done to provide more employment-related learning activities linked to individual pupils' learning programmes and expected next stage in their lives.

Care guidance and support is outstanding. Pupils are extremely well cared for and supported throughout their time at school. The school works closely with support agencies to ensure looked after children and those in need of additional support are well cared for. Issues affecting pupils with the most severe challenging behaviour are dealt with exceedingly well. The school nurse and family support worker employed by the school liaise very closely with parents to ensure pupils' welfare and well-being are given a high priority. Parents are very positive about the support they and their children receive from the school.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, ably supported by the senior leadership team, has used a thorough understanding of the school's strengths and weaknesses, to bring about improvements to the education and well-being of pupils. There are now procedures in place to monitor pupils' progress and the quality of their education. Self-evaluation is accurate and effectively identifies areas for improvement. The school improvement plan is closely monitored against the actions being taken to improve provision. However, information to show the impact of initiatives and actions being taken is not yet drawn together systematically to establish the progress being made by the school measured against challenging key performance targets.

Equality and opportunity are promoted well throughout the curriculum and action plans based on the single equality strategy are being reviewed. Safeguarding procedures and risk assessments are implemented effectively. All required staff vetting takes place. Although the school works hard to promote community cohesion through its connections with local and wider community groups, it has yet to formally evaluate the impact of its actions.

Governors show high levels of commitment and have worked tirelessly with the headteacher to ensure the future development of the school. Governors make high demands of the senior leadership team to ensure they are fully updated with the school's progress and development.

The school works outstandingly with its partners in promoting learning and well-being. It is at the forefront in the future development of specialist provision with the

local authority for learners with learning difficulties and/or disabilities and liaises very closely to ensure Early Years Foundation Stage provision meets the needs of the school and local community. The school also works very positively with parents. Parents' views are routinely sought and contribute to school improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Early Years Foundation Stage provision is good. Children often make very good progress from very low starting points. There are very good assessment procedures in place which successfully identify how well children are making progress. Activities are well planned and stimulating. Children are able to progress seamlessly from the Early Years Foundation Stage to Key Stage 1 with minimum disruption. The safety of pupils is given a high priority with good individual risk assessments, behaviour plans and medical problems identified and well planned for. The Early Years Foundation Stage is well led. Parents report very good liaison between themselves and the school. Staff receive relevant development and training linked to planned improvements. Accommodation and resources are of a high quality.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

There is overwhelming support from parents for the school's work. Parents consider their children make good progress. They report that staff are helpful and approachable. Their children enjoy school and feel safe.

Ofsted invited all the registered parents and carers of pupils registered at Stubbin Wood School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 25 completed questionnaires. In total, there are 94 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	21	4	-	-

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



8 May 2009

Dear Pupils

Inspection of Stubbin Wood School, Mansfield, NG20 9AD

I like your school and really enjoyed the time I spent there with my colleague, Jill Smith.

There are lots of good things about your school.

- You enjoy school.
- You learn lots of new things and have chances to go away to different places.
- You behave well.
- You are kind to each other.
- Everyone at school takes good care of you.
- Your parents think your school is good.

The headteacher and his staff are working hard to make your school even better

- They are going to help you to know what you have to learn by including your learning targets in lessons and by providing more helpful things in lessons for those of you who have difficulty in reading.
- They will provide those of you where it is useful with more work activities for you to do.
- They will use information a bit better about how well the school is improving so that it can carry on making improvements.

Good luck and carry on with your good work.

Yours faithfully

Kath Smith
Her Majesty's Inspector

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