

## Glendene School & Community Arts College

### Inspection report

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<b>Unique Reference Number</b>	114346
<b>Local Authority</b>	Durham
<b>Inspection number</b>	325996
<b>Inspection dates</b>	13–14 May 2009
<b>Reporting inspector</b>	Elaine Colquhoun

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.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	0
Sixth form	15
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Prescott
<b>Headteacher</b>	Mr Eric Baker
<b>Date of previous school inspection</b>	1 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Crawlaw Road Easington Colliery Peterlee County Durham SR8 3LP
<b>Telephone number</b>	0191 5270304
<b>Fax number</b>	0191 527 2230

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<b>Age group</b>	2–19
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## Introduction

The inspection was carried out by one additional inspector seconded to Ofsted and another additional inspector.

## Description of the school

Glendene is a large, maintained special school and community arts college for pupils aged from 2 to 19.

It is located in Easington Colliery and serves the whole of Durham county. Pupil numbers have increased slightly since the last inspection. There are nearly three times as many boys as girls. The school provides for pupils with moderate, severe, profound and multiple learning difficulties and for those with autistic spectrum disorder. Most pupils receive free school meals. A very small minority of children are looked after by the local authority. There are very few from minority ethnic groups. The school has gained numerous awards including Basic Skills and Healthy Schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Glendene School is a good school with outstanding features. The care, welfare and personal development of pupils are outstanding. This is because of the high level of whole-school commitment to the safety and the welfare of all the pupils, and the effective promotion of their self-confidence and independence. The school has made good improvement since the last inspection and has a good capacity to improve further.

Pupils achieve well in their studies. Although standards are very low when compared with pupils in mainstream schools, pupils make good progress relative to their starting points. This good progress begins in the Early Years Foundation Stage and continues consistently throughout the school and into post-16 provision. Pupils develop very positive attitudes to learning and in their confidence to tackle new work. They make outstanding progress in their personal development. This underpins their good achievement.

Teaching throughout the school is good. Lessons are generally interesting and well managed. Pupils enjoy their lessons and respond by trying their best. There are good assessment procedures across the whole school. However, opportunities are missed to monitor achievement in some lessons through the recording of small steps in pupils' progress. Teachers generally provide good feedback verbally to pupils, making it clear to them when they have done well through praise and the giving of reward points, but the marking of written work is less consistent across the school.

The care and guidance for pupils is highly effective and parents are happy for their children to attend, knowing that they will be well cared for and that the school has high expectations of their success. One parent's comment was typical of many: 'Since joining the school, he has continued to blossom.' Pupils learn how to remain healthy and to keep themselves safe. They value the school and enjoy their education. This is evident through the very good relationships found throughout the school and pupils' excellent behaviour.

The curriculum is good and meets the range of the pupils' needs effectively. For example, at Key Stage 4 and in the sixth form, pupils have access to a wide range of courses which provide a good range of academic and vocational opportunities which prepare them well for the next stage of their lives. The school is resourced well and provides good value for money. The school makes good use of its specialist area resources of art and information and communication technology (ICT). Pupils and the local community make extensive and effective use of the media suite and have produced animated films which have been shared with the wider community.

Leadership and management are good overall. The leadership of the governors and the headteacher is outstanding in promoting an environment in which all pupils feel safe and valued, and in the development of the excellent links with the local community. Consequently, self-esteem amongst pupils is high. They actively engage with their work and make good progress. Support for staff is strong. The newly appointed senior managers have already made improvements to the assessment and monitoring arrangements, although this is at an early stage of development. The role of subject leaders in the monitoring of the curriculum, teaching and learning is emerging but not yet fully developed. The promotion of community cohesion is satisfactory overall. There are good links with a number of other schools and activities involving the local community and pupils enjoy a number of residential visits during their time

at school. However, contact with other United Kingdom communities and international links are at an early stage of development.

### **Effectiveness of the sixth form**

#### **Grade: 2**

The sixth form is good with some outstanding features. Students make good progress and achieve well because this key stage is led and managed effectively. There is a clear view about its purpose, with effective self-evaluation and an accurate view of how it should develop and improve. The curriculum is good. There is a good balance between developing academic, personal and vocational skills. There is a wide range of vocational options on offer, including small animal care, cookery and performing arts, together with key skills courses which effectively support students' achievement and enjoyment. The teaching is good and meets individual needs well. Students' personal development is outstanding and they thoroughly enjoy their time in the sixth form.

Students are given very good guidance about their options in preparation for leaving school. This prepares them very effectively for life after school where many take up the option of continuing their education at local colleges or with training providers.

### **Effectiveness of the Early Years Foundation Stage**

#### **Grade: 2**

The school's provision for the Early Years Foundation Stage is good. Teaching is good and as a result children make good progress academically. They receive excellent care and support from all adults involved, and children flourish in the calm yet stimulating environment. The personal development of the children is outstanding as a result of being continually encouraged to be confident and independent. Parents appreciate and value this highly. A typical comment from parents included, 'My little boy has never been happier and he is learning at his own pace.' The children are sociable with each other and with adults. Activities are well planned to allow children to explore the indoor and outdoor environment. The outdoor area has been extended since the last inspection. The children are fully involved in planning a sensory garden which is in the early stages of construction.

The Early Years Foundation Stage provision is well managed. The children's welfare is outstanding, as a result of the excellent monitoring systems provided by experienced and dedicated staff. This ensures the children feel happy, safe and secure at school. Robust assessment and planning ensures that all children make good progress in their academic as well as their social development. Children are set and reach challenging targets which are reviewed termly. Parents are fully involved in their children's progress through daily diaries, annual reviews and end of term reports.

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

- Develop the role of subject leaders to enable more consistent monitoring and improvement of teaching, learning and curriculum in their areas of responsibility.
- Develop a whole school approach to assessment and marking of written work so that pupils know what they need to do next to improve.
- Develop pupils' experience, knowledge and understanding of different cultures in the United Kingdom and beyond.

## **Achievement and standards**

### **Grade: 2**

As a result of pupils' learning difficulties, their attainment is well below that expected in mainstream schools, but their progress is good in relation to their starting points and disabilities. All pupils achieve equally well across the whole school, including those pupils in the Early Years Foundation Stage and sixth form. This good progress is seen in all sections of the school population, including pupils with severe and moderate learning difficulties, those pupils with highly complex needs and those with autistic conditions. The pupils who are at the earliest stages of learning receive good and well targeted support and because of this they make progress at the same rate as the others. There is no evidence of underachievement by any group of pupils or individuals. Pupils make particularly good progress in art and ICT which reflects the good opportunities offered by the specialism of the school. This has assisted the school in successfully meeting its specialist school targets. Most pupils make equally good progress in meeting their challenging individual education plan targets in basic skills and outstanding progress in their personal development. This has a clear impact on their good overall achievement. The school offers appropriate accreditation, meeting individual needs well. Some pupils access GCSE courses at Glendene School and, where appropriate, attend other schools, successfully gaining accreditation. By the time all pupils leave the school, either at the end of Key Stage 4 or in the sixth form, they achieve nationally recognised qualifications, including ASDAN Life Skills, Functional Skills and GCSEs where appropriate.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils are very polite and well mannered and are helpful towards each other. Their behaviour is excellent both in and out of the classroom.

Their social, spiritual and moral development is good. Inspectors observed an assembly in which pupils took part in reflection about forgiveness and how they could say sorry. Pupils have an excellent understanding of how to develop a healthy lifestyle. This includes which food they should eat and which to avoid. They enjoy sharing this information with their parents. They are very active at lunch and break times when the younger pupils make full use of the outdoor play equipment. Pupils enjoy their time at school and any non-attendance is usually as a result of the wide range of medical conditions that exist amongst the pupils.

Staff have excellent relationships with pupils and as a result pupils feel confident to approach staff if they have any concerns. The pupils make a good contribution to the school and local community through the work of the school council. One of the council's decisions was to ask for additional computers for school which they received. They are currently working with staff, parents and members of the local community on the Building Schools for the Future Project in designing the building for the new school.

Pupils are well prepared for their future economic well-being in both the primary and secondary provision. In the primary years pupils go shopping within the local area, and buy ingredients for food technology lessons, where they prepare the food. They also attend the local church's weekly coffee morning where they are able to buy their own coffee and scone and socialise with adults other than the staff of the school. This gives pupils opportunities to develop their literacy and numeracy skills, enhance communication skills and have more opportunities to

become more independent in a setting outside of school. In the secondary sector, pupils build upon this and further participate in accredited basic skills and work-related courses.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors found that teaching and learning are good throughout the school, including the Early Years Foundation Stage and the sixth form. This supports the school's own evaluation. In the best lessons, very good planning ensures that pupils are frequently engaged in personalised, active and collaborative tasks which capture their interest and attention. Good use of questioning engages pupils and extends their learning. Skilled teaching assistants support teachers and pupils very effectively. The teachers and other staff manage behaviour exceptionally well, and continually support the development of pupils' independent learning and social skills. They successfully maintain a calm and purposeful learning environment through their expertise in creating clearly structured, interesting learning activities. These factors enable pupils to work with increased levels of concentration and help them to progress well and enjoy their lessons.

The assessment procedures are currently under review. Staff use the assessment systems well to track pupils' progress across the whole school and at the end of key stages, and to spot any differences between groups of pupils. However, there is insufficient assessment used during lessons to help identify the small steps of achievement that pupils make. As a result, opportunities are sometimes lost which would enable teachers to match activities to meet more closely the learning needs of individuals. Although staff provide excellent, well focused verbal assessment directly to pupils in lessons, this is not supported by consistent marking of written work. Pupils do not therefore always have a clear record of what they need to do next.

The recent development of the Learning Support Unit has provided a high level of personalised learning opportunities. This is resulting in good progress for pupils who have been hard to engage and those who are gifted and talented.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It provides many good opportunities for learning, and pupils at all key stages enjoy purposeful, interesting activities. Pupils benefit greatly from a good programme of activities, visits and residential trips, which support their personal development exceptionally well and contribute positively to their achievement. The curriculum is developed through a thematic approach in the primary department and is more subject-based in the secondary department, providing a good range of learning experiences. Pupils have many opportunities to relate themes or topics to real life experiences. There is a good range of opportunities provided through the 14 to 19 curriculum with courses which develop basic skills together with a wide range of vocational courses. These include motor vehicle maintenance, cookery and agricultural courses. There is a good range of work-related learning opportunities. Pupils gain appropriate accreditation for their work.

The curriculum is well enhanced through the specialist designation for community art. The school works exceptionally well with other schools and colleges, sharing resources and providing a wealth of opportunity for pupils to mix with mainstream students. This enables pupils to develop confidence and responsibility and extends their knowledge and understanding of their

community around them. For example, pupils are involved in the making of animation films which involve them in working with a wide range of schools and members of their local community. A showing of the latest film is due to take place at the Gala Theatre in Durham in the near future.

The extensive curriculum means that a wide range of pupils' needs, abilities and interests are met effectively. Pupils enjoy the opportunities provided for them and this is reflected in their good achievement.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support for pupils are outstanding. There is a very caring ethos throughout the school and pupils are exceptionally well supported in the development of their social, emotional and independence skills. Pupils feel happy, safe and cared for because they know who to go to in school if they have a problem and that members of staff will listen to them if they are worried. Staff work very closely with parents and with other professionals to ensure the welfare of all pupils. Each child is treated as an individual and receives appropriately tailored support to allow them to flourish. Teaching assistants are well deployed and provide invaluable support which enables all pupils to have access to the curriculum, including those pupils with more complex learning difficulties.

The school meets all the requirements for safeguarding children. Risk assessments are in place and daily routines are carefully managed to ensure safety while encouraging independence. This enables pupils to feel confident and results in their outstanding behaviour and personal development.

The school works very effectively with all outside agencies to make sure that pupils have the necessary specialist support for their academic and physical development. Links with parents are very good. Pupils' progress is shared regularly through annual review meetings, end of term reports and through daily diaries. As a result, parents are highly positive about the care and guidance their children receive. Students in the sixth form receive very good guidance with regard to the choice of courses which will enhance their future well-being and as a result all go onto further education and training. Guidance for pupils in lessons is good but not outstanding. Inspectors observed some excellent verbal feedback given to pupils during lessons, but this was not always supported by clear and effective written marking.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher and governing body work together very effectively as a team, providing excellent vision and outstanding leadership. This has created the whole-school commitment to care, support and community which is such a striking feature of the school. This makes pupils feel very secure and underpins their good progress. It is widely recognised by parents as a strength of the school.

Recent appointments and the development of responsibilities in the senior team have led to improvements in whole school assessment, monitoring and curriculum. However, these are at an early stage of development. Senior leaders maintain good standards of teaching and learning through effective monitoring of lessons. They have rightly identified the role of the subject



leaders as an area for further development. Currently, there is not enough consistency in the monitoring of curriculum planning, teaching and learning, and written assessment across subject areas.

Governors ensure that statutory requirements are met and provide excellent support and challenge to the school, ensuring that there is a constant drive to improve standards. There has been continued improvement since the previous inspection. The school identifies its strengths and weaknesses accurately and has good capacity to improve further.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>	<b>16-19</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
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	2	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2	
How well do children in the EYFS achieve?	2	
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?	2	
How effectively is the welfare of children in the EYFS promoted?	1	
How effectively is provision in the EYFS led and managed?	2	

**Achievement and standards**

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and/or disabilities make progress	2	

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	1	
The extent to which learners enjoy their education	1	
The attendance of learners	3	
The behaviour of learners	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	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 leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	3	
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	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**

15 May 2009

Dear Pupils

Inspection of Glendene School & Community Arts College, Durham,

SR8 3LP

On behalf of the inspection team, I would like to thank you very much for making us feel so welcome when we visited your school. We enjoyed talking to you. I thought you might like to know what we thought about your school.

Your school is a good school with some outstanding features. These are its strengths.

- The school is a happy place to be and you enjoy being there.
- You work hard and are making good progress in your work.
- You do outstandingly well in your personal development and your behaviour is excellent.
- The curriculum is good and you enjoy the many activities the school provides, including the after school clubs, particularly in media.
- You are very well looked after and staff do their best to make sure your lessons are interesting and fun.
- The older students amongst you have lots of opportunities to learn skills which will be useful when you leave school.
- You also have the chance to mix with pupils from other schools and people from the local community. This will help you to be more confident when you go into new situations.

The headteacher and the senior team know how to improve the school. We have asked them to focus on improving:

- the way that teachers responsible for subject areas monitor work across the school so that the curriculum and teaching can get even better
- the way they assess and mark your work in class, so that you know what you have to do next
- your experiences and understanding of how people of other cultures live in both Britain and other countries.

You can help them by continuing to do your best and making the most of all the opportunities the school provides for you.

Thank you again for being so helpful and friendly. We wish you every success.

Yours faithfully

Elaine Colquhoun and Patricia Ramshaw

Additional inspectors