

# Holyport Manor School

## Inspection report

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<b>Unique Reference Number</b>	110183
<b>Local Authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	337443
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	Lynne Kauffman

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Foundation special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	121
Of which, number on roll in the sixth form	21
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Williams
<b>Headteacher</b>	Mrs Frances Larner
<b>Date of previous school inspection</b>	22 May 2007
<b>School address</b>	Ascot Road Maidenhead SL6 3LE
<b>Telephone number</b>	01628 623196
<b>Fax number</b>	01628 623608
<b>Email address</b>	holypportmanor@rbwm.org

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**Boarding provision****Social care Unique Reference Number****Social care inspector**

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. They observed 14 lessons and 14 teachers, and looked at school policies, documents relating to achievement and standards, governors' minutes, school newsletters, pupils' care plans, and a school art exhibition. They also scrutinised 24 parental questionnaires.

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

- how the school has improved the quality of teaching and learning and overall outcomes for students
- how well the school promotes pupils' personal independence and social skills
- how multi-disciplinary assessment is integrated into the tracking of pupils
- how the curriculum has been improved
- how the role of governors has developed since the previous inspection.

## Information about the school

All pupils have statements of special educational needs covering a very wide range of social and intellectual barriers to learning. Boys greatly outnumber girls. Pupils are drawn from across a wide area and 50% of pupils come from local authorities other than Windsor and Maidenhead. Numbers of pupils from different ethnic origins are increasing but the majority of pupils are from White British backgrounds. The school is organised to have mixed-age and mixed-ability classes within the key stages. The proposed building plan has now been completed and the school moves to the new site in 11 weeks.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Everyone involved with the school is enthusiastically counting down the weeks before they move into their new building. Excitement is high because all have been able to contribute to the new design in some way, ensuring the school's drive for inclusion is maintained. The present accommodation is well maintained and is set in extensive, attractive grounds but the ageing building has a negative impact on learning. Access to equipment is impaired and the building makes efficient organisation of classes difficult. A few parents and carers are concerned that they do not know enough about the transition arrangements to the new school.

All staff continually focus on improving the provision for learners. Owing to their learning and specific language difficulties, the standards reached by learners are exceptionally low. Home liaison and thorough assessment on entry to the school produce highly focused care plans. Most pupils know well how to remain healthy and keep safe. Their behaviour is outstanding. The majority of parents and carers are very happy about their role in the school's life; during an open evening, parents and carers explained to inspectors how pleased they were with their children's progress. One parent commented, 'If only I had found Holyport earlier my son would have been so much happier throughout his time in school - I wish he didn't have to leave!' Pupils' involvement in the school community is very good and celebrated in the many high-quality displays around the school showing the pupils at work and play. The school council are keen to share their thoughts about improving the school. Pupils' involvement outside the school is less strong which prevents them bonding as well as they might with the wider community.

The quality of teaching is good overall, with many examples of outstanding practice. This, together with the close tracking of pupils towards their targets and the way in which staff build up their self-confidence, underpins the good progress that pupils make in most parts of the school. Teachers' planning focuses on establishing good learning habits and explicit match to each pupil's need. Support assistants and therapists provide a high level of well-coordinated support for pupils. However, there are some inconsistencies in the quality of assessment techniques to interrogate pupils' understanding and adapt work to meet individual needs. Continuing professional development ensures all staff, including support assistants, have the opportunity to improve their classroom practice and take on new challenges.

The well-designed curriculum has its main focus on learning through the practical application of new skills. The promotion of personal and emotional development is a very strong element of planning. Residential activities and enrichment through after-school and lunchtime clubs give extra zest to the curriculum. Parents and carers

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can see their child's self-esteem and confidence blossom as they take part in school productions such as 'The Decades', where each class illustrated a decade through music and dance.

Parents and carers come to school and review their children's work through the regular parents' and carers' consultations. They also receive information via the school's professional newsletter and text messaging. Safeguarding procedures meet statutory requirements; procedures and training for child protection are secure and regularly reviewed. In addition, this is a very rigorous element of the induction for new staff.

The dynamism of the leadership team has been contagious through the changes in the systems, structures and staff expectations. Devolved responsibilities are spreading the 'challenge of change' widely across the school. Comprehensive involvement in the school development plan and growing familiarity with the school evaluation form are establishing sustainability, because all stakeholders are involved. The governors provide satisfactory support for the school's leadership, as their individual committees are strengthening their expertise. Accountability is beginning to be reflected in the work of the whole governing body to assist the school on its journey to further improvement.

The issues raised in the previous report have been addressed systematically. This track record, the strength of leadership across most parts of the school, and the new building give the school good capacity for improvement.

## **What does the school need to do to improve further?**

- Embed the best practice in assessment across the school, so that all staff are skilled in identifying what pupils need to improve, and adapt pupils' learning to maximise their progress.
- Build on the pupils' active participation in the life of the school by extending opportunities beyond school to create more cohesion with the local community.
- Ensure a smooth transition to the new school by keeping parents and carers well informed at each stage of the process.

## **Outcomes for individuals and groups of pupils**

**2**

Holyport pupils love to learn! This was demonstrated in a Year 11 art class, where pupils took pride in their 3-D and painting work. They demonstrated their ability to compare, contrast and give opinions on each other's work and that of celebrated artists, showing maturity as well as artistic appreciation. Standards for the majority of pupils on entry and exit are low because of their complex special educational needs. Achievement is promoted well through the structured planning and support and the scrupulous tracking by all staff, which focuses on building pupils' confidence and self-awareness. The school's tracking data indicate that pupils make good progress, which is supported by inspectors' classroom observations. These sources of evidence also indicate that there are no discernable differences between different groups of pupils and progress is also good in the Early Years Foundation Stage.

The majority of learners can explain how to maintain a healthy lifestyle in relation to

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eating, exercise and their feelings. Some contribute well to conversations, either independently or with the help of communication aids. Relationships are excellent. Attendance is no better than satisfactory due to the absence for medical and other reasons associated with pupils' needs. Pupils and their parents and carers agree the school is a safe environment; pupils feel secure and know about people in the community who will help them. All have an adult they can talk to; in some cases, pupils like to confide in older pupils. The pupil's self-control and their management of their own behaviour are excellent. Pupils have come to realise that good behaviour brings rewards and success in learning, which has led to the dramatic fall in fixed-term exclusions between 2008 and 2009.

The skills pupils need for their future economic well-being develop well through the wide range of school-based activities. Pupils are often part of the selection of new staff, offering very serious critiques to the senior management team. Good paired or group work in class, for example in music and drama, shows pupils' ability to work collaboratively. Spiritual, moral, social and cultural development is good. Most pupils develop a keen sense of right and wrong, based upon the values that are well modelled by staff. Pupils learn to think and question for themselves. They care for each other, as seen in their actions at break and lunchtime when they show tenderness and concern for each other. The range of excellent work in art on the study of North American Indians is an example of how well pupils learn about, and celebrate, cultural diversity. Pupils widen their network of friends through visits to other schools.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	<b>3</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Across the school, teachers make good use of resources and time to improve learning and personal development. They are well supported by the effective work of classroom assistants, although there are some inconsistencies in use of data between teachers and support assistants. There has been a focus on using assessment to improve pupils' learning and some staff have taken to this technique more easily than others. For example, in a science lesson in Years 8 and 9, deeply probing questioning encouraged thinking skills; this was further challenged by practical experiments with air. Great fun was had by all and very good learning was established through pupils taking an active part in their learning. There are still lessons where teachers are struggling to use assessment strategies to improve their own teaching.

Staff know their pupils and parents or carers well. The new home liaison officer is strengthening family learning, for example through Makaton training to support parents' and carers' active involvement in their children's learning. Her appointment, by a panel including parents, plans to build on the past good practice. Some pupils are difficult to engage but staff are highly skilled in the best ways to help them learn. For those pupils on the autistic spectrum, all teaching is appropriately modified to take account of pupils' preferred learning styles and known aversions. Throughout the school, staff make good use of a variety of communication systems, including picture exchange communication (PECs). Pupils' visual timetables are used well to give order to their day. Speech and language support in tandem with other therapies have a firm impact on pupils' confidence and self-esteem. Regular praise and feedback, especially at the end of the lesson, consolidates all new learning. Classroom management, although pressurised in small spaces with large equipment to store, promotes independence and a desire to do well.

Good care, guidance and support ensure all aspects of personal development are underpinned by good policies and structures that have introduced the high expectations of each member of staff. Care plans are of high quality and targets are set well to suit the individual. Pupils have a high level of trust in the staff and are confident to ask for help, as shown in the work on anti-bullying. The personal, social health and emotional learning programme is effective in developing good behaviour and building pupils' self-esteem. All therapists work closely with teaching and boarding staff to ensure a consistency of support. More vulnerable pupils are well supported through the school's care plans. There are very productive links with the Connexions personal adviser. The engaging curriculum maintains the momentum of good education in the school.

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Basic skills, including those in information and communication technology, are taught well but their impact on other subjects is not audited. Enrichment is very effective as pupils have access to a wide range of sports and creative activities.

The manager of the residence provision works very closely with the school. Good accommodation for part-time boarders requires precision in planning as the limited accommodation and space are in high demand. The boarding team encourages good routines in a homely atmosphere. The bedroom and social areas are very pleasant. Privacy and personalising pupils' spaces are important aspects of boarding provision and have been recently improved. Issues identified in the previous social care visit have been addressed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Since the head teacher's appointment at the time of the previous inspection, she has inspired the school with her vigour and has challenged all staff to push for improvement. New and exacting systems and monitoring of all staff ensure pupils gain a full entitlement to the best education possible, in the context of their need. The head teacher is ably supported by other senior staff, who demonstrate similar drive and ambition. The structures introduced ensure students leave the school having reached their potential; they have the widest range of skills, knowledge and expertise to help them aspire to lead happy and independent lives. Leadership of teaching and learning through the school's achievement and standards reports is a rigorous approach to monitoring and sets crisp targets through effective action plans.

Middle managers and coordinators have been fired with enthusiasm by the leadership team, although a minority of staff still struggle with the changes. Managers work hard to capitalise on the substantial staffing of over 100 teachers, support assistants, therapists and external agencies, both full and part time. A matrix of actions, coordinated by the senior support assistants and therapists, ensure efficiency and good value for money. Holyport is an inclusive school with strong monitored policies that ensure equality of opportunity and have a zero tolerance of discrimination and racial harassment. The management of residence provision is an integral part of the school's service to the community.

Governors have made improvements from the previous inspection. They now operate satisfactorily through a committee structure that gives them information to help them



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with their role as a 'critical friend'. Lead governors have been well supported by the new structures and procedures introduced by the head teacher. Governors are beginning to extend their knowledge base across the whole governing body. Safeguarding is secure and meets government requirements. Training on child protection is thorough and all staff receive appropriate training using support from the local authority. Community cohesion is at an early stage of development: evidence of action is available but has not been collated, monitored and evaluated sufficiently to establish its impact on learners.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Leadership of the Early Years Foundation Stage is good because children are given full support in line with their needs. The setting is well organised and the enthusiasm of the manager is having a clear impact, as seen in the mentoring of newly qualified staff. Support assistants are committed to their role and work as a seamless team alongside the therapy team. The welcoming and attractive early years setting encourages children to settle quickly into school routines. The curriculum is well designed and covers all areas of learning. Teaching is well planned as a result of good assessment of children's starting points. Exciting activities ensure pupils are challenged to explore, be creative and develop their independence. Children's progress is good from their low starting points, with strength in social interaction and communication. Relationships with parents and carers are good and enhanced by activities such as 'stay and play'. Carefully annotated photographs provide evidence of development to share with parents and carers. Children are encouraged to make choices by staff developing their active involvement in making decisions. Variable use is made of the outdoor spaces to develop

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exploration and adventure to develop independence.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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 of the Early Years Foundation Stage	2

## Sixth form

Pupils in the sixth form have a good range of outcomes that drive their progress and outcomes are good. The range of life skills emphasised in their curriculum ensures skills for independence in the worlds of college and work, and are an important focus in all learning. At present, the school is in an interim period waiting to appoint a new head of sixth form. During this period, the overview of sixth form is being monitored by senior staff but the lack of a day-to-day manager diminishes the potential development of the sixth form. Their accommodation is not fit for purpose as there is no common room and the chance for pupils to have the independence usually afforded to a sixth form. The new building has a purpose-built space to enhance sixth-form life.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	3

## Boarding provision

### National Minimum Standards (NMS) to be met to improve social care

The Ofsted social care inspection judged the school’s provision as good. The care manager’s drive and enthusiasm make the residence provision a happy, home-from-home experience. Pupils enjoy their overnight stays, which are used according to need. Parents and carers are very happy with the provision and the flexibility that enables respite when needed in a crisis. The ageing building has had a ‘face-lift’ by an enthusiastic team involving all staff, including senior managers, who spent one weekend painting and reorganising the residence accommodation. It is now bright and cheerful; pupils selected the colours for the rooms. The close cooperation

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between Residence and the main school enables pupils to put their confidence and independence learned during the school day into practice in a social setting.

*This is the grade for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>2</b>
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## **Views of parents and carers**

The school has the confidence of the majority of parents and carers. Where parents and carers have concerns they are dealt with effectively by the school. The few problems raised by parents and carers in the questionnaires were individual concerns. These were investigated by the inspection team and actions are underway to meet the issues raised. Parents' and carers' evening, during the inspection, enabled parents and carers to share their views first-hand with the inspection team. Overwhelming support from parents and carers was evident and many are pleased to see the home liaison role has been formalised to help with links between home and school. Some are concerned about the move to a new school and the changes that brings; inspectors' agree that there is room for improvement in informing some parents and carers about the transition arrangements to the new school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holyport Manor School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	71	7	29	0	0	0	0
The school keeps my child safe	14	58	9	38	1	4	0	0
The school informs me about my child's progress	13	54	11	46	0	0	0	0
My child is making enough progress at this school	10	44	12	52	1	4	0	0
The teaching is good at this school	12	50	11	46	1	4	0	0
The school helps me to support my child's learning	13	54	9	38	2	8	0	0
The school helps my child to have a healthy lifestyle	9	38	14	58	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	36	13	59	1	4	0	0
The school meets my child's particular needs	12	55	9	41	1	4	0	0
The school deals effectively with unacceptable behaviour	7	33	13	62	1	4	0	0
The school takes account of my suggestions and concerns	10	44	12	52	1	4	0	0
The school is led and managed effectively	10	42	13	54	1	4	0	0
Overall, I am happy with my child's experience at this school	12	50	11	46	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 May 2010

Dear Pupils

Inspection of Holyport Manor School, Maidenhead, SL6 3LE

Thank you all so much for your warm welcome when Mike Wehrymeyer and I visited your school on 4 and 5 May 2010. We agree with you that you have a good school and, like you, we are excited about your move to the new school.

We thought that you all worked very hard and loved making new friends. The photographs around the school, in the displays set up by the support staff, showed how much fun you have in all of the activities that are arranged by the school. We can see your staff work very hard to ensure your time in school, and in boarding, is happy and successful. Your behaviour is excellent and we enjoyed having lunch together and hearing about the things you like best in school.

Your parents and carers are happy with the school because you are making good progress and when you board it lets them see how independent you can be when you are on your own. The school council were excellent in describing how equality and understanding each other is so important to all of you. They do a good job on your behalf in helping to make the changes you want to see.

To make your school even better, we have asked your teachers to make sure that they use assessment to help you understand how to improve. We also think that your community work needs to be extended to help you have a better connection with the local area. Last of all, some parents and carers are a bit worried about the move to the new school, so we have asked your headteacher and her team to keep you and your parents and carers well informed about each step of the move.

We wish you good luck and happiness in your new school.

Yours sincerely

Lynne Kauffman

Lead Inspector

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