

Arbour Vale School

Inspection report

Unique Reference Number	110185
Local Authority	Slough
Inspection number	337444
Inspection dates	11–12 November 2009
Reporting inspector	Judith Goodchild

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.

Type of school	Special
School category	Community special
Age range of pupils	3–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	235
Of which, number on roll in the sixth form	47
Appropriate authority	The governing body
Chair	Ms Maria Rogulska
Headteacher	Mrs Debbie Richards
Date of previous school inspection	4 June 2007
School address	Farnham Road Farnham Royal Slough SL2 3AE
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Age group	3–19
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Boarding provision**Social care Unique Reference Number**

SC370928

Social care inspector

Brian McQuoid

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Introduction

This inspection was carried out by three additional inspectors and a social care inspector. The inspectors visited 23 lessons and held meetings with school leaders, staff with responsibilities for aspects of the school's work, governors, groups of pupils and partnership representatives that included parents. They observed the school's work and looked at the school's self-evaluation, development plan, governors' minutes, progress and achievement data and documentation relating to the school's specialist sports college status. 39 parents' and carers' questionnaires were received and included in the data.

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

- the school's specialist status and how this benefits pupils and teachers beyond the school
- the quality of the provision in the unit for pupils with autism
- the progress of different groups of pupils and the extent to which all are enabled to enjoy and achieve
- how the curriculum is planned to meet the wide range of pupils' needs and whether there is an appropriate range of accreditations available to pupils
- the quality of teaching across the school and how well assessment information is used to plan lessons to meet individual learning needs.

Information about the school

Arbour Vale School has moved to new premises since the previous inspection. It is designated as a Sports College. A twelve bed residential unit was opened in 2008. The school provides for pupils with moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties. There is a specialist provision for pupils with autistic spectrum disorder. All pupils have a statement of special educational needs. Most pupils move into the post-16 provision. A higher than average number of pupils are from minority ethnic groups and approximately half the pupils do not speak English as their first language. The percentage of pupils eligible for free school meals is twice the national average.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils. Because of the extremely complex needs of some children they remain in the Early Years Foundation Stage until the end of Key Stage 1 following the Early Years curriculum. They make good progress measured against their starting points, particularly in their development of communication skills, social skills and confidence. The overall quality of pupils' academic learning in the rest of the school, including the sixth form, is satisfactory. Pupils with autism make good progress in the specialist unit. Pupils' personal development is good throughout the school and pupils become confident and independent young people. Behaviour is good and relationships are a strength of the school. Whole-school productions, such as *Joseph*, and opportunities to study music and dance all contribute towards pupils' cultural development and self-confidence. They have an awareness of those less fortunate than themselves and currently are organising a talent show to raise funds for Children in Need.

The specialist sports college designation makes a significant contribution to the outstanding outcomes for pupils in developing healthy lifestyles and their ability to be able to make a contribution to the school and wider community. Pupils gain in confidence and skills through opportunities to gain accreditations as both junior and senior sports and dance leaders. They take a lead in organising sports activities both within the school and sports festivals for local primary schools. They act as outstanding role models for what pupils with special educational needs and/or disabilities can achieve given the opportunity and are an integral part of the school's outreach programmes and professional development work with mainstream and special schools. Partnerships with other schools, support agencies and health care professionals are outstanding and make a significant contribution towards the well-being of pupils. The work of the specialist unit for pupils with autistic spectrum disorder is of a high quality. Arbour Vale House residential unit is outstanding.

The quality of teaching is satisfactory. Although there are pockets of good and outstanding teaching there is an inconsistency in the quality of teaching overall. Too few teachers make use of assessment information to plan their lessons. Learning outcomes are often too broad and do not address individual learning needs; challenging targets are not set and this impedes the progress that pupils make. Staffing issues also adversely affect the quality of learning at times. The curriculum is good and provides good enrichment and personal development opportunities for pupils.

Senior leaders and the governing body are committed to achieving high standards in an inclusive, caring and supportive environment. The success of the specialist sports college and its work, and the outstanding residential unit are testament to this. There is a high

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standard of care for the well-being of pupils overall. However, insufficient attention has been given to raising pupils' achievement. In response to the key issue from the previous inspection the school has successfully introduced revised assessment systems. Comparative assessment data are beginning to be used to analyse pupils' performance and identify those groups who are not progressing as well as their peers. The school's successes in developing its specialism, opening an outstanding residential unit and in addressing the key issue raised at the previous inspection demonstrate that the school has a satisfactory capacity to improve. Due to staffing changes middle leaders are relatively new to their posts. They are developing their monitoring role. Though there are formal systems in place for the regular monitoring of the quality of teaching and learning these are not adhered to sufficiently well to ensure improvements. Links with parents are satisfactory.

What does the school need to do to improve further?

- Improve pupils' academic progress by:
 - improving the consistency in the quality of teaching to match the best practice in the school
 - developing the ability of teachers to use assessment information to plan lessons that more effectively meet the learning needs of all pupils
 - setting challenging targets so that more able pupils can achieve higher levels.
- Improve leadership and management by:
 - developing the skills of middle leaders so they are able to be more rigorous in their monitoring role
 - embedding the formal programme of monitoring teaching and learning
 - involving all parents more actively in the learning journey of their child
 - addressing staffing issues so these do not impact on the learning and progress of pupils.

Outcomes for individuals and groups of pupils**3**

The quality of pupils' academic learning, though satisfactory, is variable. Pupils with autism make good progress through well-targeted programmes. However, at times lack of stability in staffing has affected the learning process. In the best lessons, assessment information was used to ensure that all pupils were challenged to learn at an appropriate level and tasks set gained their interest and enthusiasm. However, the progress of others was impeded through lesson planning that was not based on accurate assessment of the level that pupils were working at and did not specifically address their learning needs. This was particularly evident with more able pupils who often were not provided with sufficiently challenging work.

Pupils' personal development is good. It is evident that they enjoy coming to school and feel safe and secure within its environs. Behaviour and relationships are good. Pupils

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with autism, who often start school with challenging behaviour, make good progress in this respect through the specialist support they receive. Communication skills are consistently developed throughout their time at school and pupils are encouraged to use them in a variety of situations. For example, pupils have represented the school on the Slough Youth Cabinet, act as sports and dance leaders interacting with pupils in mainstream schools and take active roles in school productions. This makes a significant contribution towards their development as confident and independent young people. By the time they leave school those that are able are confident to shop and have mastered some basic cookery skills. Good use is made of the local community and transport to further develop life skills. The enterprise programme gives pupils a good understanding of the world of work and prepares them well for entry into the sixth form. The impact of specialist sports college status on pupils' knowledge and understanding of healthy lifestyles is outstanding.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	*
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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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How effective is the provision?

The quality of teaching is inconsistent. Where high quality teaching was observed the level pupils were working at was known and work was planned to help them to take the next step in the learning process. There is a wide range of need within each class but in the best lessons teachers were clear about what individual learning targets were and progress towards meeting them was recorded regularly. Other strengths of teaching were the consistent promotion of communication skills, independence and behaviour management. Relationships with pupils are strong and generally classes had a positive, relaxed atmosphere. However, there were too many lessons where the lack of use of assessment to inform lesson planning impeded the progress pupils made, particularly the more able. Expectations were, at times, not high enough and the pace of learning and use of time was not always effective. The deployment of teaching assistants to support the learning process was variable. However, this was sometimes related to the absence of permanent staff.

The curriculum is effectively planned and matched well to the needs of pupils. Therapy is integral to the curriculum and supports increased communication, independence in learning and improved mobility. The provision of a sensory theatre for pupils with profound and multiple learning difficulties has significant benefit for these pupils. However, its impact is limited at times because of lack of training due to staffing issues. Individual learning programmes for pupils with autism are very good with an appropriate focus on readiness to learn. The all inclusive physical education programme makes a significant contribution to pupils' overall fitness levels and their enjoyment in learning. There is a wide range of good and relevant accreditation opportunities that prepare pupils well for further study post-16. Enrichment activities widen pupils' experiences and effectively promote their personal development.

The partnerships with support agencies, health professionals, colleges and guidance services are outstanding. In liaison with school staff they ensure that the health and well-being of pupils are of high quality. All staff are trained in moving and handling techniques and pupils are treated with dignity and respect. Good links with Arbour Vale House ensure there is a continuity of care. Safeguarding procedures are good and meet statutory requirements. However, individual education plans for some day pupils have not been completed which affects the ability of teachers to monitor progress against their annual review targets and keep them updated and relevant. Pupils and their parents are supported at points of transition well and are given the appropriate guidance to help them make informed future choices.

These are the grades for the quality of provision

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

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The effectiveness of care, guidance and support	3
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How effective are leadership and management?

The school has been successful in developing its sports specialism which has significant benefit for pupils within the school. Through outreach work with other special and mainstream schools this outstanding practice has extended beyond the school. This work makes a significant contribution towards the outstanding partnership the school has with others that promotes pupils' learning and well-being. Pupils have become ambassadors for what children with special educational needs and/or disability can achieve in sports. There is clear, shared agenda for continued improvement and senior leaders are supported well in this by a relatively new governing body. Governors are developing their skills in monitoring the work of the school. The residential provision for pupils opened in 2008 is outstanding. Links between the school and residential provision are excellent. Although assessment systems have been refined, and senior leaders now have a better overview of the progress of groups of pupils, this is still an area for development as the information is not being used effectively by staff. The school has a satisfactory commitment to ensuring equal opportunities for all pupils. Programmes to improve the quality of education for pupils with profound and multiple learning difficulties are being piloted but work remains to be done with pupils with severe learning difficulties. Members of the middle leadership team are relatively new to their posts. Monitoring of teaching and learning is on an informal basis and currently lacks sufficient rigour to bring about improvements and to ensure the consistent use of assessment to inform teachers' planning and provide challenge. Stability of staffing is an increasing challenge the school faces and plans to deal with this situation are not always effective with the consequent impact on the quality of pupils' learning.

Community cohesion is good with both national and international links. Pupils come from a diverse range of ethnic backgrounds and this contributes to the celebration of cultural diversity. An audit of provision has resulted in an effective action plan for further development. The recent appointment of a school and community development manager has already resulted in links being made with clubs and organisations in the community but it is too early to assess impact.

Links with parents are satisfactory overall. Coffee mornings are held regularly in the Early Years Foundation Stage but attendance is not always high. Attendance at annual reviews has improved. The school is aware of the need to further develop links with its parent and carer body, particularly those who are more reticent about involvement with the school and the learning process.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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

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

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with extremely complex needs often associated with challenging behaviour. They make good progress towards meeting their early learning goals particularly in their social and personal development. This is due to a well-planned provision that focuses on developing communication skills so that children are able to express themselves and develop the ability to ask for their needs to be met. Children gain in self-confidence, feel secure and are able to enjoy the activities. Consequently, incidents of challenging behaviour reduce as frustration is removed. Children benefit from specialist teaching in art, physical education, music and dance. The Early Years Foundation Stage curriculum continues into Key Stage 1. By the time they enter Key Stage 2 the vast majority are more capable of movement, significantly calmer and more able to interact and share with each other than when they started out. Sensory resources are used well to support learning, for example play dough supports the development of early reading and writing skills. Adults make good use of ongoing assessment to identify what children can do and where they need additional support and guidance and this accelerates the progress children make.

Leadership and management are good. There is a dedicated team of skilled staff who are aware of the next steps needed for children's development. There is effective communication with parents some of whom attend the fortnightly coffee mornings. However, as in the main school, the school is aware of the need to further develop this aspect of its work. Partnerships with support agencies and health care professionals are outstanding and make a significant contribution towards ensuring that children's widely differing needs are met.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The majority of students transfer directly from the main school and are well prepared for moving into the sixth form provision. Students follow individualised learning programmes that build on previous achievements. Accreditations are available at various levels and students make satisfactory progress in their learning. Students have the opportunity to take part in work experience and some attend courses at local further education colleges. Students' personal development is good. They are well prepared for life beyond school through a life skills course and most develop into independent and confident young adults by the time they leave school. There is a variability in the quality of teaching students receive. Assessment information is not used systematically to track progress on a regular basis to ensure that students are making appropriate progress and receiving the appropriate challenge in their learning. This affects students' ability to take ownership of their learning by tracking their own progress against targets. The school organises transition conferences for students with special educational needs and/or disabilities and their families within the local community and all students have a transition package in place by the time they reach 19 years of age.

The sixth form runs smoothly on a day-to-day basis and it is evident that students are happy and secure, feeling well supported by staff. However, there is not a culture of monitoring the provision, or the progress that students are making. Areas of strength and weakness are not systematically identified and this affects the ability of leadership to take action to address areas for development. Partnerships with other providers and support agencies are excellent and contribute significantly to the well-being and learning of students.

These are the grades for the sixth form

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

Boarding provision

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

The quality of boarding provision at the school is outstanding with all the National Minimum Standards being met. The head of care provides extremely effective leadership, is an integral part of the school's senior management team, and has a strong commitment to the continuing development of the service. Residential pupils at the school receive an exceptionally high standard of individualised care from a caring and committed staff group who are skilled at meeting their needs. Excellent communication and collaboration between staff provide a fully integrated approach across the care and education settings, to the benefit of pupils. Staff have established close working relationships with parents and those pupils accessing the residential provision have been seen to make remarkable progress in areas of their lives. The promotion of equality and diversity within the boarding provision is outstanding.

The residential provision is in a purpose-built boarding house, located within the school campus and a very short distance from the main school building. The accommodation is of an exceptionally high standard and pupils have access during the evenings to a wide range of outstanding facilities, both within the boarding house and the school. These include two spacious lounge areas, a multi-purpose games room, a sensory room, a well-equipped garden, a hydro therapy pool, a splash pool, a gymnasium, a sensory theatre, a trampoline used for 'rebound therapy', and a dance studio. The school site and the boarding house provide a very safe and secure environment which is maintained to a very high standard. There are excellent systems in place for managing risk associated with the premises and for activities undertaken by pupils, both on and off site. A facilities management company ensure the fire safety arrangements are satisfactory within the boarding house, and staff conduct regular fire evacuation practices.

Established systems ensure the welfare of pupils is extremely well protected. Staff are well trained in safeguarding and fully understand the procedures to follow in order to ensure pupils are protected from harm. Staff clearly have detailed knowledge of the pupils they care for and have developed positive and meaningful relationships with them. Pupils are encouraged to use 'emotion' symbols to express how they feel and staff are acutely aware of their responsibility to advocate for them. Excellent staffing levels and individual risk assessments ensure the safety of pupils and there are currently no concerns about pupils posing any risks to one another. There is a positive approach to supporting pupils in managing their behaviour, and staff are skilled in developing positive behaviours while reducing the incidence of those which are challenging. The use of any sanctions and physical interventions is at a very low level and these are very well recorded.

Pupils are encouraged and supported in leading healthy lifestyles and have their health needs extremely well addressed while accessing the residential provision. Pupils are provided with a varied and healthy diet, and individual preferences and special dietary needs are very well catered for. Subject to risk assessments and staff support, pupils are able to access the kitchen to prepare drinks and snacks for themselves and to shop for food and assist in the preparation of meals. Pupils are encouraged to engage in physical activities and there are excellent opportunities provided for them to do so. There are

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excellent links with the school's nurse and community health professionals, pupils have individual health plans and staff are trained to administer emergency treatment to pupils with specific health needs. Health initiatives within the school have identified specific health concerns for some boarding pupils and residential staff have subsequently been extremely successful in addressing these. There are excellent systems in place for the management and administration of medication within the boarding house and staff with responsibility in this area have completed specific training.

Pupils benefit from excellent levels of individual support according to their needs. There is a strong emphasis on maximising a pupil's ability to be independent and this is integral to how the residential provision operates on a daily basis. There is excellent communication and collaborative working between the education and residential staff, with individual education plan targets being shared across the settings, and comprehensive care planning within the residential provision identifying additional targets for individual pupils to work towards. Staffing levels within the boarding house are excellent and provide a consistency of staffing which pupils benefit from. The staff possess a wealth of experience; they operate extremely well as a team and receive excellent support in terms of training, supervision, and their own personal developmental needs.

There are established and extremely effective systems in place for the monitoring of the boarding provision, its overall operation and effectiveness, and the ability to protect and promote the welfare of pupils. The head of care ensures internal monitoring is carried out in accordance with the standards, and there are regular visits carried out by the school's chair of governors, with reports produced and available within the boarding house. Staff de-briefing takes place after each shift and staff meetings are held on a weekly basis. There is excellent communication between the care and education settings, and the head of care attends the school senior management meetings.

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

This is the grade for the boarding provision

The effectiveness of the boarding provision	1
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Views of parents and carers

The majority of parents and carers were strongly supportive of what the school offered to their child though few written comments were received. The questionnaires showed that the majority of parents and carers felt their child was happy and enjoyed coming to school and teaching was good. Where parents had concerns they related mainly to difficulties in contacting the school, their child not being assessed regularly for gains in knowledge and understanding and lack of individualised education plans. The inspection team agreed with their views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Arbour Vale 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	59	14	36	2	5	0	0
The school keeps my child safe	21	54	17	44	0	0	0	0
The school informs me about my child's progress	19	49	16	41	1	3	2	5
My child is making enough progress at this school	12	31	22	56	2	5	1	3
The teaching is good at this school	20	51	16	41	1	3	1	3
The school helps me to support my child's learning	14	36	20	51	3	8	2	5
The school helps my child to have a healthy lifestyle	16	41	23	59	0	0	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)	13	33	18	46	2	5	2	5
The school meets my child's particular needs	13	33	21	54	1	3	1	3
The school deals effectively with unacceptable behaviour	15	39	18	46	3	8	0	0
The school takes account of my suggestions and concerns	13	33	19	49	1	3	3	8
The school is led and managed effectively	18	46	16	41	2	5	2	5
Overall, I am happy with my child's experience at this school	17	44	19	49	2	5	1	3

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



13 November 2009

Dear Pupils

Inspection of Arbour Vale School, Slough SL2 3AE

We enjoyed our recent visit to your school. It is evident that you all enjoy coming to school and there is a happy atmosphere. Your behaviour is good. Thank you to those who gave up part of your lunchtime to talk to us about your work and life at school.

Here are the main strengths we found in your school:

- the contribution the specialist sports college makes to your personal development and to your understanding of healthy lifestyles is excellent
- partnerships with other schools and colleges and other organisations that help to support your learning and well-being are excellent
- children starting school make good progress particularly in developing their communication skills.

To improve your school we suggest that it:

- makes sure that all teaching is consistently good or better by monitoring lessons on a more regular basis and ensuring that leaders have the appropriate skills
- uses information on how well you are progressing in your work to make sure that lessons are planned to meet your learning needs and there is the appropriate amount of challenge
- ensures that agency staff have the necessary skills and expertise to support your learning
- involves your parents in your learning journey.

Once again thank you and we wish you well for the future.

Yours sincerely

Judith Goodchild

Lead Inspector

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