

# St Bernard's School, Louth

## Inspection report

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<b>Unique Reference Number</b>	120761
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	339769
<b>Inspection dates</b>	8–9 December 2009
<b>Reporting inspector</b>	David Muir HMI

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>	Community 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>	42
Of which, number on roll in the sixth form	10
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin McNamara
<b>Headteacher</b>	Mrs Leanda Mason
<b>Date of previous school inspection</b>	9 March 2007
<b>School address</b>	Wood Lane Louth Lincolnshire
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<b>Boarding provision</b>	St Bernard's School, Louth
<b>Social care Unique Reference Number</b>	SC065118
<b>Social care inspector</b>	Joanne Vyas

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors, a social care inspector and an additional inspector. The inspectors visited eight lessons, and held meetings with the chair of governors, staff and the school council. They observed the school's work, and looked at documents including the school development plan, the self-evaluation form and 27 parental questionnaires.

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

- the accuracy of the school's monitoring of pupil progress in all areas of the school
- how the school's management ensure that expectations are consistently high across all areas
- how well the curriculum meet the needs of all pupils, across all key stages, so that they are ready to transfer to the next stage of their lives
- how robust the records of the monitoring of teaching across the school are in helping the school's leaders to further improve the quality of provision.

## Information about the school

St Bernard's school is a school for pupils with severe learning difficulties, autistic spectrum disorder, and profound and multiple learning difficulties. The school has day and residential provision. It currently has five boarders. There are ten students in the post-16 provision. The headteacher has been in post for less than two terms. The school serves a mixture of urban and rural communities. Currently there are no pupils from minority ethnic backgrounds in the school. The school provides a portage service for the local and wider community and has recently established after hours extended school activities in partnership with social care.

The school has gained a number of awards including the Careers Mark, Sportsmark and Activemark.

**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

St Bernard's School is a good school. Under the leadership of the new headteacher, the school meets the needs of all pupils increasingly effectively. It is an inclusive community with excellent relationships evident in all areas. There is a shared vision amongst all staff who fully support the changes which have been introduced by the headteacher. Staff know the pupils' needs, and all pupils are enabled to progress well according to their starting points and their abilities. Pupils make equally good progress in all key stages of the school, including in the Early Years Foundation Stage and the sixth form. The school has recently started to monitor the progress of different groups of pupils according to their special educational needs and/or disabilities, gender and other factors. The early evidence shows that there are no significant differences in the progress of any groups of pupils in the school.

Pupils enjoy coming to school and it is a happy and positive learning community. The questionnaires and the meeting with the school council show that pupils feel very proud to be a part of this school. The school council is fully inclusive and representative of all groups of pupils in the school. The wide range of communication methods evident, including signing, voice, switches and symbols are well handled by staff to ensure that all pupils have a say in the improvement of the school. Parents also support the positive view of the school. Pupils have very positive attitudes to learning and are very welcoming to visitors. During their time in school, they increasingly learn to manage their needs, including their behaviour, according to their abilities. Attendance in the school is low, but the data confirm that this is the result of absences specifically associated with the medical needs and physical vulnerabilities of the pupils.

The quality of teaching is good overall and across all key stages. The leadership team has started to develop systems and procedures to identify areas of good quality practice, but these are, as yet, to be shared with all staff in the school. Staff have increasingly high expectations of what pupils can achieve in lessons and teachers' planning shows a good understanding of pupils' needs. Activities in lessons are well matched to the needs and abilities of all pupils and support staff are generally used well to support learning. The curriculum meets the needs of all pupils well in all key stages and the school continually reviews the curriculum to ensure that it remains appropriate. The quality of care, guidance and support in the school is good, with a particular strength in the careers education and guidance provided for pupils about the options available when they leave school. Pupils have responded well to the new extended school activities which have been established this term, through 'Aim Higher' funding, and the number of pupils wishing to participate is increasing from this term to next. The school is developing increasingly strong links in the local community, including with

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partner schools and colleges. The work experience opportunities and sensory weeks broaden pupils' knowledge of the world of work very successfully. The school's links with a wide range of employers in the area support these events well. Despite this, pupils' attendance has impacted on the overall grade for the development of their workplace skills. The boarding provision is a safe and caring environment and the headteacher has already accurately identified areas for improvement.

The leadership's view of the school is accurate and it is increasingly aware of the strengths of the school and the areas which need improvement. Due to this, and the new systems for monitoring its performance, the school has demonstrated that it has good capacity to make sustained improvement.

A strength of the school is the way in which the headteacher has sensitively engaged the community in raising aspirations and expectations. Staff, parents and pupils all feel that their views are valued by the headteacher and that they are able to contribute effectively to school improvement. Support from governors is satisfactory. There are systems in place to monitor the performance of the school, including plans to allocate areas of the school development plan for individual governors to monitor. However, these actions have not yet been developed fully as a means of helping the governors to evaluate fully the quality of the school's provision.

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

- Develop the work of the governing body so that it is better able to evaluate the performance of the school by:
  - ensuring that governors are able to effectively support and challenge the headteacher
  - scrutinising the progress towards the objectives in the school development plan.
  - Improve the management systems in the school so that they are able to monitor the performance of the school in a more robust way by:
    - ensuring that systems are able to track the progress of groups of pupils more effectively
    - monitoring the quality of teaching and identifying best practice to share with all staff.
  - The school must ensure that it meets the National Minimum Standards for boarding which have not been met.

## Outcomes for individuals and groups of pupils

2

Due to their special educational needs and/or disabilities, the attainment of pupils on entry and when they leave the school is low. All pupils leave school with externally recognised qualifications. Monitoring of individual progress and increasingly effective analysis of the progress of groups of pupils show that during their time in school pupils

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make good progress in relation to their starting points and needs. There is no difference in the progress of pupils in the different key stages. Although there has been a recent decline in progress in science, the school has acted to rectify this and progress is now in line with other subjects. The progress seen in lessons matches the overall judgement of good progress and also confirms the school's own evidence. Pupils feel safe in school and say that bullying does not happen. This was also reflected in parents' questionnaires as none had concerns about safety in the school. The school council unanimously agreed that they feel supported and well looked after, and that they all have adults who they can go to for help if needed.

A particular strength of the school is the outstanding work on pupils' contribution to the community. The strength of this area is founded upon the impressive sense of community within the school and the positive work which is done in developing an ethos of responsibility to others. Pupils choose the charities for which they raise money. There is healthy debate in the school council about the decisions which need to be made and pupils are very passionate about being involved in the decisions which affect the school community. Further external links are continuing to develop and the pupils are very welcome within the wider community, with the provision of work experience placements by local businesses being a particularly positive example.

The school's work in spiritual, moral and social development is good as the pupils develop a good understanding of right and wrong and their responsibilities to others. They are also increasingly able to reflect on their own work and behaviour during their time in school. Cultural development is satisfactory, as despite there being opportunities to learn about other cultures through the curriculum, visitors and themed days, there are few other times when pupils can meet people from cultures different to their own.

*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>

<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>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Progress made in lessons is good, which matches the good teaching seen during the inspection. In the best lessons, the planning is well matched to the needs of all pupils and the activities reflect the diversity of needs within the class. Generally, appropriate support is provided by teaching assistants but some examples were seen during the inspection of staff not giving enough reflection time for pupils to find their own solutions to problems. Due to this, it was sometimes difficult to see whether all pupils were making as much progress as they could. Lessons are planned well, so that pupils are working effectively on their academic objectives and their personal targets. Staff have a thorough awareness of the levels pupils are working at in all areas of the curriculum and in their personal development. This is used to engage them well in lessons and during social times. As a result, pupils enjoy their learning and achieve well.

In all key stages, the curriculum meets the needs of all pupils well. The range of qualifications on offer in the school is increasing, with the result that all pupils leave school with a qualification relevant to their needs and abilities. There is a good range of educational visits and visitors to the school to enhance pupils' learning. The school also organises theme days where countries or particular issues are studied across the curriculum and 'industry days', where local employers and services visit the school to explain about their work. The close partnership between the school and the Connexions service also ensures that transition work starts in Year 8 and continues to raise awareness of choices until the pupils reach school leaving age. There are also a wide range of services available, such as the Child and Adolescent Mental Health Services, education psychology, and speech and language therapy to support pupils' personal development and well-being, throughout their time in school.

*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	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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**The effectiveness of care, guidance and support**

**2**

## How effective are leadership and management?

The impressive headteacher has led a significant period of change very effectively with the support of her senior leadership team. In actively seeking out the views of all members of the school community about how the school can improve, and reacting sensitively to these, she has been able to carry all staff with her as she has implemented a new vision. There is a clear focus on pupils being at the centre of all that the school does and improving their outcomes as a result. All members of staff now share the vision and fully support the direction in which the school is moving. The Ofsted questionnaire showed that all staff are proud to be members of staff and feel that their contribution is strongly valued by the leadership.

Senior leaders have a very good understanding of how well the school is doing and how it can improve further. Systems have been established to monitor the progress of groups of pupils which build upon the already robust systems for monitoring individual progress. Equality of opportunity is promoted across all aspects of the school and is demonstrated by the inclusive school council. Parents are very supportive of the work of the school and are particularly positive about recent changes, including the rearrangement of teaching groups to more effectively support the needs of pupils. The open door policy of the headteacher is appreciated by parents and carers who feel that any concerns which they may have are listened to, and dealt with, well. Governors provide satisfactory support for the headteacher and are aware of the need to develop more robust systems for evaluating the school's work. The effectiveness of safeguarding procedures is satisfactory overall although some aspects such as the single central record of staff are exemplary, showing that all adults working with pupils are appropriately recruited and vetted. The school promotes community cohesion to a satisfactory level, but does not evaluate the impact of this work on the school and pupil outcomes.

*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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>



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<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

Standards are low on entry due to children's special educational needs and/or disabilities and remain low throughout their time in the stage. Despite this, the good teaching in the Early Years Foundation Stage, alongside an effective curriculum and high quality care, result in children making good progress. Despite this, the overall quality of provision is satisfactory due to the limitations of the physical environment, which the school is rectifying, albeit with some delays to the planned timescales. During their time in the Early Years Foundation Stage, children start to develop independence and communication skills well and acquire an enthusiasm for learning. Planning and assessment effectively meet the needs of children.

Early Years Foundation Stage children are integrated well in to the life of the school. Resources are well deployed and staff work well together to support a range of positive learning opportunities. The Early Years Foundation Stage is well led and managed. The team leader has a good understanding of the needs of children and tracks their progress well. A particular strength is the strong links which the school has with parents and the portage service to support children and their families before and during their time in the Early Years Foundation Stage.

*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	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Sixth form

The students in the sixth form are taught as a part of the developing 14-19 provision. The school offers a good range of courses and qualifications, including the 'moving on' curriculum, EQUALS (Entitlement and Quality Education for Pupils with Learning Difficulties) and the ASDAN (Award Scheme Development and Accreditation Network) award. It continuously monitors the appropriateness of the courses it is offering to ensure that the needs of all students are being met effectively. As a result, all students leave the school with an externally accredited qualification. The external moderation of these courses, and the high quality personal development work in the school, confirms the school's judgement that outcomes for students are good.

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As the sixth form students are taught as part of classes in the main school, the quality of provision which they receive is good as it is in the rest of the school. A particular strength of the provision is the transition work which the school does in partnership with the Connexions service to ensure a smooth move in to the next stage of the students' lives. The leadership and management of the school has worked hard to ensure that the students in the sixth form receive an education appropriate to their individual needs and tracks their progress well over time.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</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	2

**Boarding provision**

The quality of the residential provision at this school is satisfactory. A number of the issues highlighted in this report have already been identified by the new headteacher within the school's development plan. However, as action to improve has not yet begun, these issues remain concerns for this inspection. The school has taken appropriate action to address most of the recommendations contained in the previous report. These included recommendations regarding the complaints procedure and routine health and safety checks. The school's ethos and underpinning philosophy is strong throughout, ensuring pupils who board are in a supportive and caring community within which they are valued and safe. Boarders develop good relationships with each other and with staff. They are happy in residence. Staff provide a satisfactory provision of health care for boarders. All staff are suitably trained in first aid and accidents are few and far between. Staff have good procedures for the safe management of medication. However, the school does not have written authorisation from the prescribing doctor or nurse for pupils who are prescribed 'as required' medication. Specialist medical services such as physiotherapy and nursing support are not easily accessed. Therefore, pupils with complex healthcare needs are left without suitable arrangements for reviewing physiotherapy programmes. Also, the school nurse is not based at the school and is not readily available to provide advice, treatment and support, but does provide periodic training for staff in specific healthcare tasks. The health plans for boarders do not fully identify their healthcare needs. There are lots of opportunities for pupils to participate in physical and educational activities, both on and off site. The school provides a varied, healthy diet which caters for individual needs and specialist diets. Pupils take an active role in the purchase, choice and preparation of food. Staff ensure pupils are appropriately and sensitively supported at the meal table, engaging boarders in conversation about their day. However, the dining table is not big enough or suitable for all the boarders, therefore some boarders eat away from everyone else. The safety and

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rights of both staff and pupils are protected. Staff are competent in their knowledge of the school's safeguarding procedures. Staff know if boarders are unhappy and provide a variety of communication aids to enable them to express their feelings. Staff take them seriously and resolve issues where possible. Concerns from parents are immediately addressed, leaving them reassured. The privacy of boarders is respected by staff. Staff are clear about procedures if pupils go missing, although there have been no such incidents from this school. Staff have a good knowledge of the bullying policy and bullying is rare. Staff work with pupils to develop their understanding of the diversity of their community and the importance of tolerance of others. Safeguarding procedures are robust. Staff view pupils positively and there is a relaxed, family atmosphere in the residence. There is a minimal amount of physical intervention carried out and all staff have received appropriate training. However, the school does not have a central record to record physical intervention and current records do not detail all the points as stated in the national minimum standards. Sanctions are not used as they are not seen as appropriate. Behaviour management plans are comprehensive. However, staff currently use a 'blue room' which is a soft area that can, in effect, be locked from the outside with a zip to manage the behaviour of some pupils. This practice is not acceptable as it restricts the liberty of pupils. Staff are able to provide a good standard of care for boarders and meet their individual needs. Individual support is comprehensively detailed in each boarder's file and observations and discussions with staff show that staff ensure each boarder's individual needs are addressed. Staff are positive in their approach to education and its value for boarders. The many activities that staff provide support the education of boarders. A parent said, 'They are good at getting him engaged and laughing.' However, there is little evidence of collaborative working between residential and teaching staff for the benefit of the pupil. Staff provide good opportunities for pupils to present their views, make choices and decisions, and a representative from the residential provision sits on the school council. The residential provision is old and tired-looking in places. The decor is poor and gives an institutional feel to some areas. Staff have tried to brighten communal areas with pictures of the boarders as well as their art work. Boarders' rooms are single and afford appropriate levels of privacy. However, boarders who use the facility for four nights a week have their rooms taken over by children who use the accommodation for short breaks at weekends and holidays. Therefore, rooms are not personalised as much as they could be. Additionally, areas within the residential provision, including some bedrooms, are cold. The downstairs bathroom, which is used specifically for boarders with physical disabilities, continues to be not fit for purpose. The entrance to the bathroom and position of the bath do not promote the boarders' safety, privacy or dignity. Staff are concerned about keeping pupils safe and utilise appropriate precautions. However, the school does not have written risk assessments for aspects of safety of the premises and grounds or pupil activities, risks arising from their disabilities or risks arising from pupils who are unable to appreciate hazards for themselves. There is a fire risk assessment in place as well as appropriate control of substances hazardous to health data sheets. Fire drills are carried out on a regular basis. Fire safety equipment is checked regularly. All other health and

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safety procedures are carried out routinely. The promotion of equality and diversity is good. Evidence supports a consistent commitment to improving equality and diversity in practice. Pupils receive an individual service in residence which is designed to meet their personal needs. The new headteacher provides strong leadership within the school and has a commitment to improving practice and ensuring the quality of the service.

However, there is no clear leadership within boarding provision during the evenings, weekends or holidays, although staff are confident that they can contact the head of care or headteacher if required. The staffing levels in residence are sufficient at most times to meet the needs of the boarders. However, at busy times, staffing levels are not always appropriate to ensure their proper supervision and safety. Staff are qualified, caring and competent. They feel well supported by each other and the senior leadership team. However, supervision is only given once a term which is not as frequent as specified in the national minimum standards. Although it is clear that the headteacher and head of care are knowledgeable about the practice within the residential provision, there is a lack of evidence with respect to monitoring the records specified within the national minimum standards. Additionally, a representative from the governing body does not regularly visit the residential provision and provide a written report. A parent, although not happy with some aspects of the residential provision, is assured that the headteacher has listened to their concerns and improvements to the service will be forthcoming.

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

- ensure there is written authorisation by the prescribing doctor or the responsible nurse in relation to an individual child where school staff carry out medical or nursing procedures such as administration of Buccal Midazolam and rectal suppositories (NMS 14.23)
- ensure there are effective arrangements to secure specialist medical services including appropriate levels of physiotherapy and nursing support (NMS 14.10)
- ensure all physical, emotional and mental health care needs of each child are identified and actively promoted in the day to day care of the child (NMS 14.2)
- ensure the dining room and furnishings in the residential provision are suitable for the numbers and needs of children and staff dining in it (NMS 15.8)
- ensure a record of any physical intervention on a child by an adult is kept in a separate bound and numbered book and includes all the elements described within the standard (NMS 10.14)
- ensure children are not locked in a room or area of a building as a measure of control (NMS 10.6)
- ensure risk assessments are carried out, recorded in writing and regularly reviewed. Such risk assessments must include the school's premises and grounds, children's known and likely activities, particular risks arising from the disabilities of any child at the school and risks arising from children not able to appreciate hazards for themselves (NMS 26.3)
- ensure residential and teaching staff work closely together to identify means of

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encouraging each child's personal, social and educational development and achievement, and contribute consistently to encouraging development in their work with the child (NMS 12.6)

- ensure the residential accommodation and facilities for pupils are appropriately decorated and furnished to an acceptable standard which creates a pleasant and as far as practicable, a homely residential environment (NMS 24.2)
- ensure all areas of the residential provision are sufficiently heated (NMS 24.5)
- ensure that bathrooms, showers and toilets are sited and designed to take account of the children's needs for privacy, dignity and safety (NMS 25.5)
- ensure that the school's staffing levels at peak times are appropriate to provide levels of supervision for children that are safe for children and staff (NMS 28.3)
- ensure all staff receive at least one and a half hours one to one supervision from a senior member of staff each half term (NMS 30.2)
- ensure monitoring and signing of records occurs as specified in the standard to identify any patterns or issues requiring action (NMS 32.2)
- ensure a member of the governing body arranges for one of their number or a representative who does not work at, or directly manage, the school to visit the residential provision once every half term and complete a written report on the conduct of the residential provision (NMS 33.2).

*This is the grade for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>3</b>
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## Views of parents and carers

Twenty seven parents and carers responded to the questionnaire. A very large majority of those who responded expressed satisfaction with the school. However, a very small minority said that they disagreed that their child was making enough progress in school and that the school was meeting their child's particular needs. The inspectors found no further evidence during the inspection to support these views. The large majority of comments received showed that parents believe that the school is improving in many areas, including safety and that communication has improved between home and school. One parent's comment typified the overall view that parents are, 'Very impressed with school and new headteacher.'

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

Ofsted invited all the registered parents and carers of pupils registered at St Bernard's 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	74	5	19	0	0	0	0
The school keeps my child safe	20	74	7	26	0	0	0	0
The school informs me about my child's progress	19	70	8	30	0	0	0	0
My child is making enough progress at this school	17	63	7	26	2	7	0	0
The teaching is good at this school	19	70	6	22	0	0	0	0
The school helps me to support my child's learning	19	70	6	22	1	4	0	0
The school helps my child to have a healthy lifestyle	18	67	7	26	2	7	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)	16	59	6	22	1	4	0	0
The school meets my child's particular needs	18	67	6	22	2	7	0	0
The school deals effectively with unacceptable behaviour	18	67	6	22	0	0	0	0
The school takes account of my suggestions and concerns	19	70	7	26	0	0	0	0
The school is led and managed effectively	18	67	7	26	0	0	0	0
Overall, I am happy with my child's experience at this school	19	70	6	22	0	0	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"><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.**



10 December 2009

Dear Pupils

Inspection of St Bernard's School, Louth, LN11 8RS

I am writing to you on behalf of all of the inspectors who visited your school recently. Thank you very much for making our visit very interesting and enjoyable.

We found that St Bernard's is a good school and is improving in many areas. The headteacher and staff all work very hard to make your time in school very happy and successful. You enjoy coming to school and you make good progress while you are there. Your parents are very happy with how well the school educates and looks after you all. They all agreed that you enjoy coming to school. Your personal development is a strength of the school and I was particularly impressed by my meeting with the school council. It was a very impressive to see how you all had the chance to give your view about how the school can improve. You also work very hard to improve your personal skills and to manage your own behaviour when you have difficulties. You have good attitudes to learning and you should all be very proud of yourselves. I know that the staff and your parents are all proud of you.

I have asked the school to improve some things to make the school even better than it is now.

Develop the work of the governing body so that it is better able to evaluate the performance of the school.

Improve the management systems in the school so that they are able to monitor the performance of the school in a more robust way.

Encourage you to develop a better understanding of cultural differences.

Improve the quality and effectiveness of the boarding provision.

You can all help with this, by using the student council to tell the teachers what is good and what makes you interested. You can also make it clear what you enjoy and what helps you learn.

Best wishes

David Muir

Her Majesty's Inspector

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