

Queen Elizabeth II Silver Jubilee School, Horsham

Inspection report

Unique Reference Number	126160
Local Authority	West Sussex
Inspection number	340930
Inspection dates	5–6 May 2010
Reporting inspector	David Marshall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	59
Of which, number on roll in the sixth form	12
Appropriate authority	The governing body
Chair	Janet Meredith
Headteacher	Lesley Dyer
Date of previous school inspection	6 May 2010
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Introduction

This inspection was carried out by two additional inspectors. Twelve lessons and six different teachers were observed. Discussions were held with the headteacher, teaching, support and administrative staff, governors, parents and pupils. The school's documentation was scrutinised carefully and included school improvement plans, the tracking of pupils' progress, staff and governor meeting records and safeguarding documentation. In addition, 26 questionnaires from parents and carers and 35 staff questionnaires were analysed.

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

- the effectiveness of the school's assessment and tracking procedures and how well they are used in planning for individual pupils' needs
- the impact of the school's provision on pupils' personal development through guidance and support and their safeguarding procedures
- how curriculum and additional activities meet individual needs and contribute to overall outcomes for pupils across the whole school
- how successfully the leaders and managers at all levels are enabling continuity and improvement.

Information about the school

Queen Elizabeth II Silver Jubilee School caters for up to 60 pupils aged between two and 19 years, all of whom have severe, complex or profound and multiple learning difficulties. Many pupils have additional disabilities including sensory impairment, physical difficulties, epilepsy, autism and challenging behaviour. Of the current roll a small number of the pupils are from minority ethnic backgrounds, 60% are boys and 40% girls. A very small number of pupils speak English as an additional language. The majority of pupils live within the local community and are from a range of social and economic backgrounds.

The school is currently having extensive building work to provide a kitchen servery, therapy room, reception area and new office suite. The building work is due to be completed by the end of summer term 2010.

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?

1

The school's capacity for sustained improvement

1

Main findings

Queen Elizabeth is an outstanding special school that is highly effective in meeting the complex and diverse needs of its pupils. Parents are overwhelmingly positive in their views of the school. One parent commented, 'I feel that QEII offers exceptional education for students with special needs. My child absolutely loves school because he is challenged in a supportive and caring environment. He experiences a wide and varied curriculum and is given opportunities to maximise his potential in all areas of the curriculum and beyond. QEII educates the whole child and does everything it possibly can to prepare its students for life in the big wide world. What more could any parent ask for?' This was typical of almost all of the comments received and is completely accurate. Pupils progress extremely well at the school, demonstrating considerable improvements in their communication skills, improving their mobility and, for those for whom it is appropriate, showing extraordinary improvement in their challenging behaviour.

Children in the Early Years Foundation Stage department get off to an excellent start and make outstanding progress. Throughout the school, pupils make exceptional progress as a result of the exemplary care, guidance and support that they receive, which parents comment is extended to the family as a whole. Pupils benefit greatly from a wide range of therapeutic and medical strategies to meet their additional needs, from physiotherapy sessions to support from speech and language specialists. The secondary department's focus on appropriate external accreditation is promoting equality of access to the next stage of education at college or in training. This is an area that staff rightly agree they need to focus on further so that all pupils are enabled to find their appropriate place in the world on leaving school, and further fulfil the school's aim to 'prepare the student for a smooth transition to adult life'.

Teaching is never less than good and, in most instances, is outstanding. Teachers plan comprehensively to meet the individual needs of pupils and they deploy additional adults in the classroom expertly so that all pupils can flourish at a level that is appropriate for them. The school is continuing to develop its already exemplary use of a range of assessment data so that the pupils' progress across a variety of complex needs can be systematically demonstrated.

As a result of the outstanding curriculum and exemplary care, pupils' personal development and well-being are outstanding. Many parents commented on how much their children enjoy coming to school and this is reflected in their positive attitudes in lessons and around the school. The school has a strong emphasis on the implementation of thorough and practical behaviour plans. As a result, the behaviour of pupils improves considerably, particularly the behaviour of those with autistic spectrum conditions. Given

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the number of medical conditions some pupils have, their attendance overall is good.

The school has continued to improve since the last inspection and demonstrates an excellent capacity to continue this improvement. There is a clear vision for the school that leaders effectively translate into reality. The work of the Parent Partnership group is very effective and much appreciated by the school. The school's careful audit of community cohesion clearly illustrates how much it achieves in preparing pupils for the outside world. Links with the local community are excellent, and pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are developed very well.

What does the school need to do to improve further?

- Use the school's current good systems to enhance the 'moving on' agenda, together with further accreditation, to ensure pupils have suitable placements after school, and into the future.

Outcomes for individuals and groups of pupils

1

Pupils' attainment on entry to both primary and secondary departments is very low compared with other learners of the same age because of their special educational and complex needs. From day one, pupils participate exceptionally well in all learning activities. For example, their involvement in, and the outcomes they derived from, the rehearsal of Twelfth Night is likely to be unforgettable for all observers. This production is soon to be presented in the West End, as one of only three schools selected nationally.

Pupils' spiritual, moral and social development is excellent. They maintain a high level of self-esteem and dignity due to the excellent relationships they have with adults and the sensitive way in which their needs are met, as when specific medical support is provided. The pupils make excellent progress with their life skills as the outstanding curriculum provides an extensive range of opportunities to develop them, for example through off-site visits and visitors to school. Pupils respond extremely well to encouragement to maintain a healthy lifestyle in relation to diet, exercise and emotional development. The many lunchtime activities, and close one-to-one support, make this time as valuable as the rest of the day. Pupils feel extremely safe and learn how to protect themselves during practical work.

Within the context of their needs, pupils make excellent contributions to their own and the wider community through fundraising, work experience and community activity in their coursework. Careful planning ensures pupils concentrate on literacy and mathematics across the school, which helps their development of basic skills to enhance their future economic well-being.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

As all lesson observations showed, careful planning enables all pupils to make excellent progress. All staff work together highly cohesively as a team. The work of teaching assistants is outstanding and they give careful and sensitive support to pupils in lessons. Lessons are always conducted in a peaceful and industrious atmosphere and learning moves on at a fast pace. Teachers always give clear instructions and explanations and make particularly good use of signs and symbols to involve pupils and to make their meaning clear.

An outstanding lesson with the Key Stage 1 pupils, based on the book 'Handa's Surprise', was a good example of how effective all lessons are. The session began with the teacher telling the story very expressively using the interactive whiteboard. Every pupil was involved at their own level of ability. This moved without stopping to each of the fruits in the story being produced to touch and smell, and then onto making a fruit salad to be enjoyed later. The level of excitement and involvement was highly impressive.

The curriculum is excellent because its breadth is well matched to the needs of all. The curriculum design ensures inclusion is central to all planning. Creativity and multi-sensory activities across the primary and secondary departments promote pupils'

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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enjoyment and their improving communication skills. An outstanding lesson in Key Stage 2 drew on the work of L S Lowry and pupils were inspired to make their own collages and paintings. Staff leading music and art sessions ensure older pupils' individual interests can be harnessed, to raise self-esteem and confidence, so improving learning. The curriculum gives emphasis to everyday skills, such as communication, empathy for others and working together, as demonstrated in the student council meeting. Links with the wider community are extremely well developed. The secondary department's focus on appropriate external accreditation is growing and promotes equality of access to the next stage of education at college or in training.

These are the grades for the quality of provision

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

How effective are leadership and management?

Outstanding leadership and management from the headteacher inspire all staff, across all departments, to take an active part in planning and making decisions about the school's development. As one staff member expressed, 'I am so proud to be part of the leadership team of this happy and successful school!' The headteacher's dynamic thinking constantly raises the staff's expectations, and the improved buildings and resources are testament to everyone's resolve. Rigorous monitoring of teaching and learning ensures staff are constantly reflecting on their own development, in tandem with the most recent therapies and teaching methods, to engage with pupils' increasing complexity of need. The strategic use of data to formulate individual targets, which was an issue in the previous inspection, has been resolved. There is a culture of continuing improvement that is supported by high quality professional development. Resources are expertly deployed.

The excellent governing body is fully involved in all developments. Through the outstanding example set by their chair, they support the school effectively and bring a wide range of experience and skills to bear. They act very effectively as critical friends and request explanations where this is judged to be necessary. The way that over '500,000 has been raised for the new buildings, principally through the efforts of a governor, is a testament to their commitment and effectiveness.

The school takes its duty to promote equal opportunities seriously and is highly effective in this. It values the opinions of parents and pupils and acts upon these. Inclusion permeates every area of the school's work, ensuring absolute equality of opportunity and no discrimination. Procedures to safeguard pupils' well-being, safety and health are

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exceptionally rigorous and all members of staff are well trained. The contribution the school makes to community cohesion is excellent. A plan and clear actions are in place that promotes pupils' understanding from a local, national and global perspective.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make an excellent start to their education in the Early Years Foundation Stage class. The huge level of commitment and care shown by all staff is evident in the way that every child's needs are well understood and all settle into the school so well and immediately begin to learn. As one parent wrote, 'My son has thrived at QEII school and because of the wonderful, confident infusing experience of learning he has had here he will be joining a mainstream school in September. This has been the best possible introduction to school for him and the amazing teachers and support staff at QEII have been a blessing both to him and our family. QEII is like a family – all schools should be like this.'

The whole area is exceptionally well led and managed. The nursery and childcare facilities are outstanding and the school works with a wide network of professionals to secure the best possible provision for all children's needs. When children join the setting they are quickly assessed and a rich variety of activities are planned around their individual needs. Staff have an excellent understanding of how children learn and develop and groups are organised carefully to give the children a real sense of determining their own way forward, which guarantees their full involvement in all activities. Throughout the whole setting, photographic evidence is used effectively to record exciting events and children's excellent achievements. Snack time is popular and

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provides an harmonious social occasion. Staff are well trained in health and hygiene requirements and ensure these are observed, and all safeguarding elements are rigorously applied.

Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The enthusiasm and enjoyment of the children as they welcomed each other to a new day was infectious. The outside area provides the same exciting level of challenge and stimulation, and is used particularly well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Sixth form

The outstanding curriculum in the sixth form meets the students' diverse range of needs and abilities exceptionally well. It is very well planned and varied, with the many experiences required to move the students towards being independent adults. As a result, the students reach outstanding levels of performance, particularly in relation to the arts. Opportunities to involve all students in work outside school, in the local community and with other schools, together with the confidence gained through performing on stage, including in the West End, show just how exceptional the school's work is. Students' attendance at residential courses in Devon to develop further their independence and to encourage them to 'try things for the first time' is a highlight of their year.

The school's consistently high expectations of all students are maintained in the sixth form. They continue to search for courses that will allow further accreditation and breadth, and courses are tailored for the individual needs of each student. A good example is the ASDAN 'Towards Independence' awarded at the end of Key Stage 5. The school is aiming to increase opportunities, and courses and taster sessions at local colleges are being developed in vocational areas. Eventual moves to college are very carefully planned.

The leadership and management of the sixth form are outstanding. Nothing is ever too much trouble and the way that resources have been improved over the last three years has meant that the students have made even better progress. This shows the staff's high level of commitment and the sixth form's outstanding capacity to continue to improve.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

The overwhelming majority of parents who returned questionnaires or who spoke to the inspection team are very happy with the school. They consider that the school has a dedicated team of staff and the headteacher leads and manages it very well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make outstanding progress. Inspectors fully endorse these views. There were no particular patterns in the very few negative comments received by inspectors. The small number of parental criticisms was offered constructively, and was discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Queen Elizabeth II Silver Jubilee 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 51 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	73	7	27	0	0	0	0
The school keeps my child safe	21	81	5	19	0	0	0	0
The school informs me about my child's progress	19	73	6	23	1	4	0	0
My child is making enough progress at this school	18	69	4	15	2	8	1	4
The teaching is good at this school	21	81	3	12	0	0	0	0
The school helps me to support my child's learning	18	69	7	27	1	4	0	0
The school helps my child to have a healthy lifestyle	17	65	9	35	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	50	8	31	1	4	0	0
The school meets my child's particular needs	21	81	4	15	0	0	1	4
The school deals effectively with unacceptable behaviour	17	65	6	23	0	0	0	0
The school takes account of my suggestions and concerns	18	69	6	23	1	4	0	0
The school is led and managed effectively	20	77	4	15	0	0	0	0
Overall, I am happy with my child's experience at this school	22	85	3	12	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

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



7 May 2010

Dear Pupils

Inspection of Queen Elizabeth II Silver Jubilee School, Horsham, RH13 5NW

Thank you so much for welcoming us into your school when we visited you recently. We thoroughly enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what the student council told us ? QEII is an outstanding school. These are the main reasons why we thought the school was so good.

- You make outstanding progress and showed us that you really try hard at all times.
- We saw that you know you are especially lucky to have so many different activities throughout the school day. We especially enjoyed Twelfth Night.
- Your headteacher and staff do a super job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the student council does a super job.
- All the adults in the school look after you very carefully. They always make sure that you get all the help you need.

We agree with the governors and staff of your school that there need to be more opportunities for those of you, who are coming to the end of your time at the school, to be prepared for the world outside. It is very difficult for the school to make it right for each of you and they will need you to help them as much as possible.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely

David Marshall

Lead inspector

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