

# INSPECTION REPORT

**Fullerton House School**  
Doncaster

LEA area : Doncaster

Unique Reference Number : 106817

Headteacher : Mr P Champion

Reporting inspector : Graham Pirt  
T12200

Dates of inspection : 4th - 8th May 1998

Under OFSTED contract number: 401189

Inspection carried out under Section 10 of the School Inspections Act 1996

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## Information about the school

Type of school : Special

Type of control : Independent

Age range of pupils : 8 - 19

Gender of pupils : Mixed

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Appropriate authority : The Hesley Group

Name of chair of governors : Mr S R Lloyd

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Sharon Shoemith	Maths, Music, Physical Education.	Curriculum and Assessment, Pupils' Spiritual, Moral, Social and Cultural Development, Leadership and Management
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## Main findings

- 1 This is a very good school that gives its pupils a high standard of education and care. The school has many strengths and no significant weaknesses. The quality of management, teaching and care combine to give pupils a very good and often excellent level of provision.
- 2 Pupils' attainment is very low on entry. They have severe learning difficulties, autism and demonstrate challenging behaviour of the most serious nature. On entry there is often little or no communication, either spoken or signed and no recognisable relationships. *Given the extreme nature of their needs it is inappropriate to judge their attainment against age-related national expectations or averages. The report does, however, give details about what pupils know, understand and can do at the end of key stages. Judgements about progress and references to attainment take account of information contained in pupils' statements and in annual reviews.*
- 3 Pupils of all ages make good progress in English where there is an increase in communication skills through both signed and spoken language. Good progress is made in both mathematics and science, often through personal and social education and care activities where there is handling of money and an increasing awareness of their own bodies and the environment. Progress in information and communication technology is slightly restricted due to the limited range of access devices that are available.
- 4 Pupils' attitudes to learning are very good when measured against the difficulties that they have in communication. They often show enjoyment of learning activities and regularly work for extended periods with the close support that they receive from staff. Pupils' challenging behaviour is one of their main learning difficulties. However, the high level of planning and the sensitivity and respect for pupils' dignity leads to behaviour in the school that demonstrates significant individual improvement and is therefore judged to be very good.
- 5 The personal development of the pupils is excellent. Pupils are encouraged to take responsibility for their own and other's lives and the environment. Social independence is encouraged with a high level of sensitivity on the part of staff. Pupils are assisted to develop their own rooms to suit their needs. Visits into the community to shops and leisure facilities extend their awareness of other people and activities.
- 6 The 52 week boarding nature of the school contributes to the very good attendance. Punctuality within the school is very good with structures for pupils to move around the school being carefully judged to reduce their levels of anxiety.
- 7 Teaching, involving the close work of special support assistants and care staff, is a strength of the school. The majority of teaching is good or better and half of all teaching is very good and often excellent. No teaching is less than satisfactory. Teachers have a good knowledge of the application of curriculum and all staff have a very good knowledge and understanding of the pupils' needs. Expectations of pupils are very high and there is a very good degree of challenge at all times. Teachers and care staff plan well across the whole curriculum although links between the education planning and the care planning could be improved to provide greater understanding of what each are aiming for. Support assistants and care assistants each make an outstanding contribution to the quality of teaching. There is a very good level of staff development throughout the school. Classrooms and other learning environments are well organised. Time and resources are used well for the benefit of the pupils. Day to day assessment and recording is very good and is carried out thoroughly in both education and care settings.
- 8 The curriculum is of good quality, is broadly based and includes all the subjects of the National

Curriculum and religious education. An excellent programme of personal, social and health education which incorporates sex education and social and domestic independence courses is in place. Planning is good and schemes of work in each subject area set out the type of learning which is to take place. The post-16 curriculum is broad and well balanced between programmes in literacy and numeracy and domestic independence and leisure. The recently established post-19 programme, is developing well. Art, music and drama therapy make a significant contribution to the curriculum experience for pupils. The curriculum is regularly and effectively monitored by the deputy headteacher. A range of accreditation opportunities is being considered for the post 19 curriculum but at present the continuity between the post 16 and post 19 courses is not well enough developed to demonstrate progression for both sets of students.

- 9 Very good opportunities to develop social skills are provided in the residence by the residential care staff. Pupils have a busy programme of outings to cinemas, bowling, swimming, and shopping. Older students enjoy their local pub and are members of the local miners' social club. Staff have recently started to develop strategies to bring together the specific learning objectives for the activities taking place within the care setting and in the classrooms. However, as yet these are not fully implemented and the links between the individual educational plans and the care plans are not fully effective.
- 10 The procedures for the annual review of statements are excellent. Progress for the pupils is in very small steps and whilst the records are detailed and relevant it is difficult to track the progress pupils make over time. The reporting of progress lacks a clear annual summary of progress made, especially in relation to behaviour and personal and social development..
- 11 Spiritual development is good and evident in the very positive and warm relationships staff have with the pupils despite their very difficult behaviour. Assembly provided an opportunity where pupils showed enjoyment and anticipation. Moral development is very good and is highly valued and emphasised in all aspects of work with the pupils. The individual's dignity, privacy and rights are all important values in the day-to-day life of the school.
- 12 Opportunities for social development are excellent. All pupils have a wide range of opportunities to develop social skills both within the environment of the school and in the local community. The curriculum during the day and in residence allows many relevant social activities. Pupils take part in many leisure pursuits appropriate to their ages in the community. Opportunities for cultural development are very good. The school ensures that cultural awareness is represented for the pupils in the activities they provide and the resources they use.
- 13 There are many strengths and no significant weaknesses in the school's provision for the educational and personal support and guidance of pupils. The school provides a high level of advice to those empowered with the pupils' care. The measures adopted by the school to promote discipline and good behaviour are excellent. The multi-disciplinary panel of staff and consultants who monitor and plan the provision for pupils contributes significantly to the progress that pupils make and is a major strength of the school. Child protection procedures are excellent and the school is very successful in providing for the health, safety and general well-being of its pupils.
- 14 Partnership with parents is very good. The school works well to establish this, has an open door policy and is very welcoming. Information for parents about the school is good with a prospectus which gives clear details about the education and care provided.
- 15 There is strong committed and inspired leadership by the headteacher who has a clear vision for the school. He is committed to the development and well-being of the pupils, and he transmits this to staff. The senior management team is very strong and its members work well together. Dignity and

respect for pupils underpins their work and the work of all others in the school. There is an emphasis on communication and team work which ensures that all those who manage pupils know and understand their needs. The ethos of care and expectation in the school is very strong.

- 16 The school is adequately staffed. The pupil-teacher ratio is favourable but the unique nature of the pupils' disabilities necessitates this level of staffing. The school makes good use of an extensive range of consultants. There is an excellent level of therapy and medical support. Staff development is very well co-ordinated and teachers and care staff have access to a wide range of appropriate in-service opportunities
- 17 The buildings are well-maintained and meet health and safety regulations. The teaching accommodation is appropriately furnished, orderly and bright. Residential accommodation, which is to be enhanced by a purpose built and fully-equipped residential block, is good with bedrooms which are attractive, well-maintained and equipped. Catering arrangements are very good and a varied and healthy menu is offered.
- 18 The school is adequately resourced. There is an appropriate range and quality of specialist equipment and materials but the book provision needs development. There are shortcomings in the provision of information and communication technology. Additional access devices are required to enable pupils to extend their learning.
- 19 Financial planning is very good. Efficient systems support developments in all aspects of the care and education of the pupils and make the needs of the pupils paramount. The school development plan is thorough and detailed and covers all areas of the schools organisation. The deployment of staff is very good and managers are aware of their roles and responsibilities. The administration of the school's finances is excellent. The school office is very well managed and the day-to-day administration and running of the school are very good.
- 20 Pupils enter school with very low attainment and with very challenging behaviour. Whilst at school they make very good progress in behaviour and excellent progress in personal development. The quality of education provided, including the teaching, is very good. Although income received from fees is high, a high percentage is spent on staff who work directly with the pupils throughout the 24 hour curriculum and the extended school year and the money is used very effectively to support the individual needs of the pupils. The school therefore gives very good value for money.

### **Key issues for action**

- 21 The appropriate body, headteacher and staff should:



- develop further the new links between the education and care curriculum in order to provide a planning structure in which both aspects can work together to provide co-ordinated targets.
- increase continuity of accreditation processes from post 16 through post 19 provision.
- develop summative systems to enable a greater demonstration of the progress made by pupils.
- increase availability of access devices for information and communication technology.

## Introduction

### Characteristics of the school

- 22 Fullerton House School is a 52 week residential school for male and female pupils and can take up to 27 pupils, although the new building programme will allow this to increase. During the week of the inspection there were 26 pupils on roll.
- 23 The pupils are drawn from local authorities throughout the United Kingdom. They are an extremely demanding group of pupils who have severe learning difficulties and autism. The challenging behaviour that can be the result of these conditions presents the school with its main operational purpose. Many of the pupils have severe epilepsy and other medical conditions. Pupils are often referred to the school when they have reached the point where education and social services provision in their own authorities can no longer assist them. The school is demanding on staff both physically and emotionally.
- 24 Comparisons cannot be made with other schools through normal statistical methods as the school is individual in its approach. Pupils are admitted on the basis of a contract derived from the assessed needs of the pupil and an agreed structure of support on the part of the school.
- 25 The school is part of the Hesley Group and is based in what was previously a hospital for miners and is in the heart of the community of Denaby, an ex-mining town in South Yorkshire. The main residential building contains predominantly single occupancy rooms. There is also a residential unit for older pupils which is located above one of the main classroom blocks. Post-19 students are temporarily resident in a small unit known as "Flat 4" which is based at Wilsic Hall. There are two classroom blocks, one of which is a pre-fabricated building. There are also a number of therapy rooms in the main building. There are hard play and grass areas with an adventure playground area with safety flooring.
- 26 Pupils are not disapplied from the National Curriculum but are disapplied from the associated assessment procedures

### Attainment at Key Stage 3

Number of registered pupils in final year of Key Stage 3  
for latest reporting year:

Year	Boys	Girls	Total
1997	2	0	2

National Curriculum Tests are not undertaken.

### Attainment at Key Stage 4

Number of 15 year olds on roll in January of the latest  
reporting year:

Year	Boys	Girls	Total
1997	1	2	3

### Attendance

Percentage of half days (sessions)  
missed through absence for the latest  
complete reporting year :

		%
Authorised Absence	School	0.1
	National comparative data	
Unauthorised Absence	School	0.0
	National comparative data	

### Exclusions

Number of exclusions of pupils (of statutory school  
age)  
during the previous year :

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	50
Satisfactory or better	50
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

- 27 The attainment of pupils on entry to the school is very low. Records and documentation associated with statements show that pupils have severe learning difficulties. There is usually only a simple level of communication and this is often of an inappropriate kind and shows itself as challenging behaviour. Where appropriate communication occurs this is usually signing, vocalisation or physical prompting.
- 28 Attainment in all three English Attainment Targets of the NC is below KS1. In relation to national standards and expectations the attainment is very low as would be expected, bearing in mind the unique nature of the pupils' learning difficulty. The students have very limited language skills. Very few have oral or written language and very few are able to read text. Most pupils are able to recognise their names or follow simple instructions with a range of prompts. Pupils are succeeding with appropriate work considering their severe disabilities.
- 29 In mathematics attainment is very low. Pupils show a range of low level skills including simple manipulation of peg boards, matching of similar shapes and some aspects of early counting. Attainment in science is very low. In information and communication technology some pupils are able to manipulate a range of simple switches. A small number are able to manipulate a mouse with physical and verbal prompts.
- 30 Pupils across all key stages demonstrate progress in very small steps when measured against normal expectations. However, in relation to their needs the progress is often significant and at times completely changes and enhances their quality of life. The most significant progress made by pupils is in the area of personal and social development, particularly in relation to behaviour and interpersonal relationships. There is evidence in documentation of pupils with severe behavioural problems such as aggression or severe eating disorders making progress so that they demonstrate basic relationships with adult carers and other staff or are able to feed themselves in controlled environments.
- 31 Pupils of all ages make good progress in English where there is an increase in communication skills through both signed and spoken language and an increasing use and recognition of books and symbols at appropriate levels. Individual pupil records are meticulously kept and show clear signs of progress with pupils who previously had little interaction now sitting, listening and matching simple words with assistance.
- 32 Good progress is made in both mathematics and science, often through personal and social education and care activities where there is handling of money and an increasing awareness of their own bodies and the environment. Progress in information and communication technology is slightly restricted due to the limited range of access devices that are available.

#### **Attitudes, behaviour and personal development**

- 33 The ethos of the school is well defined and is extremely positive with an emphasis on the

respect and dignity of the pupils. There are significant programmes to help with pupils' behaviour. Attitudes are very good when pupils' difficulties are taken into consideration. Pupils often demonstrate a level of interest in their work when they give eye contact and on occasions smile or show a level of enjoyment. There are times when pupils remain on task for extended periods with help from the staff using verbal and physical prompts.

- 34 Pupils' behaviour is very good both around school and in class. Pupils come to the school with extreme levels of challenging and obsessive ritualistic behaviour. The high level of management applied to their needs allows them to participate in most activities at most times.
- 35 Pupils' personal development is excellent. The pupils have great difficulties in making relationships which is a manifestation of their special need. However, the understanding demonstrated by staff and the consistent approaches used means that they are able to live together in a community, often sharing facilities such as television. They participate in social outings to leisure amenities such as the cinema, bowling alley, fast food restaurants and large shopping complexes. Pupils are encouraged to take responsibility for their own and other's lives and environment. Social independence is encouraged with a high level of sensitivity on the part of staff. Pupils are assisted to develop their own rooms to suit their needs. Visits into the community to shops and leisure facilities extend their awareness of other people and activities. The care curriculum and the care staff contribute significantly to this aspect.

### **Attendance**

- 36 The school operates a 24 hour curriculum with classes operating from 9.00 am to 3.30 pm for 41 weeks of the year. The pupils therefore receive well in excess of the recommended teaching times. Attendance in classrooms is very good and all pupils are in lessons unless they are unwell or on home visits. Punctuality within the school is very good with structures for pupils to move around the school being carefully judged to reduce anxiety in pupils. Routines can vary according to pupils' needs but lessons begin promptly. The 52 week residential nature of the school contributes to the very good attendance.

### **Quality of education provided**

#### **Teaching**

- 37 The quality of teaching is a significant strength of the school. It is never less than satisfactory and in nearly half the lessons it is very good or excellent. This high quality of teaching is consistent across both key stages 3 and 4 and for post-16 and in all subjects of the curriculum.
- 38 Teachers have a good subject knowledge and make full use of the range of in-service opportunities provided. They are also understanding and experienced in the teaching of the special educational needs of their pupils and the nature of their disabilities and skilfully adapt the curriculum to suit individual needs. They are adept in maintaining positive and well paced interactions in the classrooms to keep the pupils on task and in using probing questions to develop understanding. Teachers have high and appropriate expectations of their pupils and the relationships between teachers, classroom assistants, care staff and the pupils are excellent. Work is challenging to the pupils.
- 39 Lessons are invariably well-planned with clear objectives and varied subject content. This is particularly evident in those subjects which require more detailed preparation and practical sessions, for example in an art lesson where the pupils were creating sky pictures by finger painting or in English where pupils were constructing a model related to the reading material.

The quality of the teaching is enhanced by the very good use of assessment to inform planning. Classrooms and other learning environments are well organised.

- 40 Whilst individual pupil needs are addressed, the teaching does frequently involve whole class activities which encourage co-operation and collaboration. For example in one English lesson the teacher, with quiet persistence, encouraged all in the group to actively contribute to the story using simple words and signing. The pupils repeated the characters' names, cut out and pasted simple text and placed character cut-outs on the model. In P.E. the whole group worked together on the "parachute handling activity" which afforded good opportunities for the pupils to make choices.
- 41 Working with pupils who exhibit potentially challenging behaviour is immensely demanding both physically and emotionally. The teachers, care staff and classroom assistants display great sensitivity, patience, good-humour and understanding. On those occasions when the pupils display such challenging behaviour, the staff respond rapidly and adopt a planned response which is highly effective. The management of pupils is a strength of the school. The very good level of staff development throughout the school contributes significantly to the quality of the teaching through the high degree of understanding of pupils' needs that it engenders.
- 42 There is a strong sense of community and team work in the school. Staff are dedicated and commit long hours to planning, preparation and follow-up work. They endeavour to provide a rich, experiential programme for the pupils for whom they have great empathy.

### **The Curriculum and Assessment**

- 43 The curriculum provided for pupils is of good quality. It is broadly based and includes all the subjects of the National Curriculum and religious education, an excellent programme of personal, social and health education which incorporates sex education, and social and domestic independence courses. The programme of sex education has been carefully developed and is taught with great sensitivity at a level appropriate to the pupils' needs. Social and domestic independence skills are given priority and range from supporting a pupil to tolerate learning alongside another pupil to enabling pupils to contribute to the preparation of a very simple meal. Teachers rightly give emphasis to skills of communication and personal development, especially the pupils' progress in controlling their own behaviour. Information and communication technology is used but access to it is limited by the number of computers available and the number of adapted switches to enable students to operate the software. The balance of time given to academic, practical, personal, social and physical activities is appropriate to the needs of the pupils.
- 44 Curriculum planning is good. Schemes of work in each subject area set out the type of learning which is to take place and they are a useful tool for planning. Individual educational plans set the specific objectives in five key areas for each child and objective sheets, used each day in lessons, set out and record the small steps required for each pupil. This approach works well and lessons take good account of these specific objectives whether they are individual or whole class lessons. The content of the curriculum and the way in which it is taught is very relevant to the needs of the pupils. All teachers show a sensitivity to devising activities which are appropriate to both the level of development of the pupils and their ages. All pupils have access to the learning opportunities.
- 45 The post-16 curriculum is broad and well balanced between programmes in literacy and numeracy including the ongoing development of communication skills, social and domestic

independence and leisure. Activities are well thought out and are relevant to the students' needs. Accreditation, through the Asdan course Towards Independence, has been pursued in the recent past but is currently being redeveloped. This course has many benefits for the students. Work experience has been achieved for some students and transitional reviews are well used to focus on the longer term needs of students.

- 46 The recently established post-19 programme is developing well. It retains an emphasis on educational development but includes a focus on developing vocational skills. The staff work hard to enable the students to have 'adult status' through the activities they provide and the expectations they have for the students, despite their very limited achievement. Students engage in horticulture through work on their allotment in the local community, they develop a range of skills in the workshop at the local college and they continue to develop their communication skills. Social and domestic independence skills are learned as part of their daily living in sheltered accommodation.
- 47 A range of accreditation opportunities is being considered for the post 19 group and at present the continuity between the post 16 and post 19 courses is not well enough developed to demonstrate progression for both sets of students. The staff have recognised this and have good plans to develop a package of accredited courses relevant to the students' needs in the 16-19 plus age group extending to the 14-19+ age group thus ensuring good continuity of curriculum provision.
- 48 Art, music and drama therapists make a significant contribution to the curriculum experience for pupils. Each therapist is qualified and experienced in her field and works with a group of pupils individually. This work is highly valued by staff and is of a high standard.
- 49 The monitoring of the curriculum provided regularly by the deputy head has been effective in ensuring good quality and consistency of provision. The teachers identified this monitoring as key in developing their skills and in supporting them to meet the needs of the pupils. The support given, in turn, by the teachers to special support assistants and care staff further ensures consistency for every pupil.
- 50 Good opportunities to continue developing social skills are provided in the residence by the residential care staff. Pupils have a busy programme of outings to cinemas, bowling, swimming, shopping and to use services such as the hairdressers. Older students enjoy their local pub and are members of the local miners' social club. Many pupils have an annual holiday to different seaside locations. Further development of personal and social skills are constant features of these activities.
- 51 Staff have recently developed strategies to bring together the specific learning objectives for the activities taking place within the care setting and the specific learning objectives for the activities taking place in the classrooms. These strategies, however, are not yet fully implemented and the links between the individual educational plans and the care plans are not fully effective. As a result, progress for some pupils is not promoted as well as it could be.
- 52 Procedures for assessing the needs of pupils in education and care are detailed and thorough. They are effective in enabling effective learning programmes to be developed. The objective sheets enable good day-to-day assessment of each individual's progress which is used for further planning. The use of a system to record the help given to pupils, for example, no help, spoken help, gestural help, physical help and experience recorded is very effective in assessing their involvement. It also gives the adults an extremely useful framework to use in their interactions with pupils by providing a structure for focusing on the kind of response which can be expected from pupils. The code is used to annotate pupils' work and provides

a shared meaning for staff.

- 53 The procedures for the annual review of statements are excellent and the final written document sets out specific objectives in every area of the curriculum. Progress for the pupils is in very small steps and whilst the records are detailed and relevant it is difficult to track the progress pupils make over time. The reporting of progress lacks a clear annual summary of progress made, especially in relation to behaviour and personal and social development.

### **Pupils' spiritual, moral, social and cultural development**

- 54 Provision for the pupils' spiritual development is good. Moral and cultural development is very good and social development is excellent.
- 55 Spiritual development is good and the major opportunities are in the very positive and warm relationships staff have with the pupils despite their very difficult behaviour and the limitations they have in responding. There are some opportunities in music and drama but it is difficult for the pupils to reflect upon their own and others' emotions or to have a sense of awe and wonder. Assembly did however provide an opportunity to meet together as a whole community and to celebrate achievement with the award of certificates. Pupils showed enjoyment and anticipation as names were called out. The use of taped music and live guitar playing encouraged both a period of quiet listening and singing in which pupils visibly relaxed and enjoyed the activity.
- 56 Moral development is very good and is highly valued and emphasised in all aspects of work with the pupils. Pupils are encouraged to trust staff and each other and to be aware, if possible, of the effect of their behaviour on others. The individual's dignity, privacy and rights are all important values in the day-to-day life of the school. Co-operation is emphasised where possible and staff are excellent role models. Personal, social and health education has a focus on moral development, for example, the sex education lessons concentrated on the private and public nature of sexuality.
- 57 Opportunities for social development are excellent. All pupils have a wide range of opportunities to develop social skills both within the environment of the school and in the local community. In class pupils are encouraged to take turns, to wait for others to respond and to work or play together co-operatively if possible. In the dining room the grouping allows for a range of social experiences from eating correctly at the table to social exchanges through the spoken word or sign. The curriculum during the day and in residence allows many relevant social activities such as making drinks for each other or watching a video together. In the community pupils take part in many leisure pursuits appropriate to their ages. For example, groups regularly go to the local swimming centre and young adults drop into their local pub. The staff access everything the community has to offer and they show great sensitivity to needs and attitudes of 'the public' while achieving equality of access for their young people.
- 58 Opportunities for cultural development are very good. The school ensures that cultural awareness is represented for the pupils in the activities they provide and the resources they use. Cooking includes favourite foods from several cultures and books have positive images of people from different ethnic heritages. Pupils who are Afro-Caribbean go to the Afro-Caribbean Centre and are supported to recognise and appreciate their ethnic origins. Residential care staff, for example, take great care to seek the correct advice about skin and hair care for black pupils.

### **Support, guidance and pupils' welfare**



- 59 There are many strengths and no significant weaknesses in the school's provision for educational and personal support of and guidance of pupils. The school provides very good support for its pupils and provides a high level of advice to those empowered with their care and monitors all aspects of the pupils life to the highest level. The measures adopted by the school to promote discipline and good behaviour in the school are excellent.
- 60 There is a senior team involving a multi-disciplinary panel of staff and consultants who monitor and plan the provision for pupils from their first contact. This team contributes significantly to the progress that pupils make across the whole of their time in the school and particularly to the high level of good behaviour that is evident. An analysis is made of the function of the behaviour that pupils demonstrate, alternative responses are set as targets and a programme is devised. All staff are made aware of this programme, key workers are identified and the whole process is monitored. A significant degree of training is given to staff to help them deliver the programme as many of the responses required run counter to what one's intuition would normally demand. There is an absolute commitment to the approach which is enclosed in respect at all times for pupils' dignity. The success of this commitment cannot be over-emphasised and is a major strength of the school.
- 61 Child protection procedures are given a high level of importance and their management is well defined with those persons holding responsibility being known to all staff and in contact by mobile phone at all times. There is a very good level of management of medicine in the school with a full recording system, security devices to monitor and control the issue of medication and a thorough recording system. Good systems are in place for the transport of medication on visits from the school. The school is very successful in providing for the health, safety and general well-being of its pupils.

### **Partnership with parents and the community**

- 62 The school works well to establish a partnership with parents, has an open door policy and is very welcoming. Involvement in the life of the school is made difficult due to the distance in most cases between home and school. However the school keeps families well informed on day to day matters with personal tutors keeping in regular telephone contact with pupils' homes. Parents are always informed if a problem arises and are consulted about care plans. Pupils are also encouraged to maintain contact with telephone calls, letters and cards.
- 63 Information for parents about the school is good with a prospectus which gives clear details about the education and care provided. However some details are not included which are legally required although some missing information would not be relevant to this school. Information on pupils' progress is provided in six-monthly reviews to which parents are invited. Parents can see their child's work and photographs of their activities. Meetings are well documented and parents receive written reports. Visits to and from families are actively encouraged and during the inspection a pupil's sister spent some time in class with her. 'Friends of Fullerton School' holds fundraising events and supports local charities.
- 64 Staff in the school are sensitive to the views of the community, many of whom are very supportive. Links with community are fostered with good integration into the community's social, recreational and leisure pastimes. Pupils go bowling, swimming and visit local cafes and shops. A local supermarket is particularly helpful when pupils are learning to shop for their own provisions and to handle money.
- 65 Those pupils over 19 years old belong to a local Miners Club where they attend social functions. Younger pupils attend the local church and church youth club. These all provide

pupils with useful learning experiences which greatly enhance the quality of their lives.

- 66 The school has good links with Dearne Valley and Doncaster College where pupils, supported by school staff, attend classes in construction work. Some pupils also undergo supported work experience in stables, RSPCA premises and on an allotment.
- 67 Overall the many ways in which the school has developed good community links have a very positive effect on pupils' breadth of experience, their learning and attainment.

## **The management and efficiency of the school**

### **Leadership and management**

- 68 The headteacher provides strong committed and inspired leadership. He has a clear vision and commitment to the development and well-being of the pupils, and he transmits this to staff. The school's major aim, to enable people with special educational needs to achieve their full potential, is being very well met. Since his appointment five years ago the Headteacher has worked consistently to improve the provision for the pupils, the most significant being the appointment of two very experienced and talented deputy heads for education and care respectively. The senior management team is therefore very strong and its members work well together. Their business is well focused and their decisions are based very clearly upon the needs of individuals. Dignity and respect for pupils underpins their work and the work of all others in the school.
- 69 The management structure in the school, given the large number of staff, is well thought out and very effective and efficient. There is an emphasis on communication and team work which ensures that all those who manage pupils know and understand their needs and how they, as educators or carers, should respond. All those in management roles, including the teachers, have a clear vision for their work and a commitment to enabling all staff for whom they are responsible to give of their best. The developing post-19 provision, for example, has inspired leadership in both education and care and an enthusiasm among all the staff to achieve as high a quality of life in the community for the young adults as is possible.
- 70 The appropriate authority for the school is the Hesley Group executive body which has responsibility for strategic planning in collaboration with the Headteacher. The group has clear expectations of the school and the senior management of the school feel well supported. The school development plan is drawn up in relation to a clear time scale and structure set by the executive and is costed by the Hesley Group personnel in conjunction with the headteacher. The priorities in the school development plan are appropriate and the document is an effective tool for guiding school improvement. The process of planning within the school setting is increasingly involving more staff and enabling a better sense of ownership.
- 71 The management of educational developments led by the Deputy Head (Education) has been excellent. He has encouraged a very clear approach to teaching and learning and led by example when necessary. His consistent support for staff has been significant in achieving consistency and he has a strong sense of responsibility for enabling successful change to occur. The monitoring of teaching and learning is conscientiously undertaken and is particularly effective. It was identified by the teaching staff as a key element in raising the standard of teaching and learning in classrooms. The management of developments within

care led by the Deputy Head (Care) have been equally successful with high standards in all aspects of the work. Continuity between the day time education and that taking place in the care setting is not fully in place and as a result the management of the whole curriculum across 24 hours is not well enough established.

- 72 School documentation is extensive and thorough. Procedures exist for all aspects of the school's work and gives clear guidance to all staff. The day-to-day administration of the school works efficiently and major statutory requirements are met. The school has an ethos which is calm, welcoming and respectful to the pupils and their individual needs however difficult those might be.

### **Staffing, accommodation and learning resources**

- 73 The school is adequately staffed. The pupil-teacher ratio is favourable but the unique nature of the pupils' disabilities necessitates this level of staffing. The arrangements for covering staff absence need to be strengthened. At the time of the inspection the Deputy Headteacher covered the teaching programme of an absent colleague which added an extra responsibility to his already demanding role. There is a good blend of age and experience and a good level of qualification and expertise to enable teachers, classroom support and care staff to respond to all pupil needs. Both the qualifications and experience of the teachers are highly relevant to the subjects they teach and the disabilities of the students.

- 74 Care staff are well-qualified, appropriately-skilled and experienced and have a clear understanding of their roles and responsibilities. Sufficient and suitable night-time supervision is provided. Special support assistants are highly valued in the school. Administrative and clerical, caretaking, cleaning and other non-teaching staff work very hard to ensure that the standards and routines of the school are efficiently maintained. The school makes use of an extensive range of consultants. There is an excellent level of therapy and medical support.

- 75 Staff development is very well-coordinated. Teachers and care staff have access to a wide range of appropriate in-service opportunities and actively encouraged to gain additional qualifications and develop their expertise. Induction for new staff is thorough and effective and enhanced by mentoring, regular meetings and the exchange of information. All staff have up-to-date job descriptions. An appraisal system, which takes full account of the DfEE guidance, is carefully documented, well-structured and effectively managed and helps staff evaluate and improve their practice. Support and care staff receive well-structured and appropriate training, carefully linked to their work focus.

- 76 The buildings are well-maintained and meet health and safety regulations, allowing the school to provide the statutory curriculum and providing a stimulating environment for learning. The standard of cleaning and maintenance is very good. The teaching accommodation is well-furnished, orderly and bright. Class bases and specialist areas are easily accessible and secure. The arrangements for grouping the rooms is good and provides an efficient use of space, thus making the sharing of resources easier. There is an extensive range of specialist facilities including those for leisure and extra curricular activities to which all pupils have equal access. Residential accommodation, which is to be enhanced by a purpose built and fully-equipped residential block, is good and fit for purpose. Health and safety procedures are in place, toilet facilities in accordance with regulations and changing facilities suitably private. The bedrooms are attractive, well-maintained and equipped. Many of the adaptations to assist the pupils are most suitable but the absence of a school library, with a rich range of reading material, is a deficiency.

- 77 The catering arrangements are very good and a varied and healthy menu is offered. The dining rooms are bright, clean and stimulating environments and mealtimes are pleasant social occasions.
- 78 The school is adequately resourced. There is an appropriate range and quality of specialist equipment and materials but the book provision is inadequate. There is a small collection of bright, modern reading texts and picture books housed in a lock up cupboard and this reflects the students' interests, including multi-cultural material. This is too limited a resource to play a central role in supporting learning and there is a need for large print texts, picture books, card and fabric books. There are shortcomings in the provision of information and communication technology where additional access devices are required to enable pupils to have increased provision.

### **The efficiency of the school**

- 79 Financial planning is very good. Efficient systems support developments in all aspects of the care and education of the pupils and make the needs of the pupils paramount. The school, through consultation with operation managers within the Hesley Group, has an input into the Hesley group's five year strategic plan which contains all major developments. The building of a new residential home for pupils aged sixteen and over is a development initiated by the school in order to provide individual bedrooms for all pupils and a route to independence, a priority because of the nature of the pupils' disabilities. This was fully discussed and costed, became part of the long term strategic plan and is now nearing completion.
- 80 The school development plan is thorough and detailed and covers all areas of the school's organisation for two years. All staff with management responsibilities are involved in the planning and staff are fully consulted. Within the education department clear priorities are identified: age appropriate education, including the National Curriculum, increasing staff expertise and independence for pupils. Teachers have a sizeable proportion of the education budget delegated to them to spend both within their faculties and on daily consumable items, especially important for these pupils who need to spend time outside the school. There has been careful planning for an increase in pupil numbers with a corresponding build up of teaching and support staff, therapy and care. Additional funds raised by the Friends of Fullerton have been used very effectively in developing a low-level adventure playground.
- 81 The deployment of staff is very good. Managers are aware of their roles and responsibilities and communication is good throughout the school. Meetings are held each morning at changeover of staff to report on incidents and discuss the daily diary. Changeovers between care staff in the evening allow time for relaying information and helping pupils anticipate the change. Care staff rotas have been rearranged recently to provide for more consistent staffing in the classrooms for the benefit of the pupils. There is good liaison between staff and they work very well together as a team, providing consistent handling of pupils, which contributes significantly to the progress made by the pupils. All staff are valued highly and comprehensive training is provided, contributing to the high morale of staff within the school. Accommodation is well used, with good use made of specialist areas such as therapy rooms. It is well kept, clean and attractive. Most resources are generally well used.
- 82 The administration of the school's finances is excellent. An accountant employed by the Hesley Group is responsible for invoicing of fees, payment of invoices and staff salaries on a group wide basis. He audits the school's systems and records and provides monthly feedback on both income and expenditure for the school. This information is made available to all budget holders and is monitored by them and by the Headteacher. There are clear, established procedures for all office routines, which work efficiently and effectively support the work of

the school. The school office is very well managed and the day-to-day administration and running of the school are very good.

- 83 Pupils enter school with very low attainment and with very challenging behaviour. Whilst at school they make very good progress in behaviour and excellent progress in personal development. The quality of education provided, including the teaching, is very good. Although income received from fees is high, a high percentage is spent on staff who work directly with the pupils throughout the 24 hour curriculum and the extended school year and the money is used very effectively to support the individual needs of the pupils. The school therefore gives very good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **English, mathematics and science**

#### **English**

- 84 Considering the unique nature of the pupils' disability, good and sometimes very good progress is made towards the targets set for individual pupils. Most pupils are able to follow simple instructions, respond to their teachers and other adults and concentrate for short periods of time. In the course of an English lesson on key words for example, one pupil with severe disability showed some signs of increasing understanding, pointing to the word read out and matching the word to a picture. Another pupil, using a Language Master, could recognise his photograph and react when his name was pronounced. Two pupils looking through a book could repeat the turning of the pages slowly and react to the pictures. Several pupils used signing effectively to communicate their ideas and feelings, for example when responding to a story centred on the reading resource, Wellington Square, and some few pupils could use a simple vocabulary to name characters and describe actions.
- 85 Pupils' response to their work is very good and on occasions excellent. There is a high level of interest in the activities in which they take part and a very good level of engagement. Many listen attentively, clearly enjoy the interaction and the touches of humour. Generally the pupils co-operate very well with their teachers and with each other, are keen to contribute and able to sustain concentration. For example on a walk to the local castle the pupils showed a real interest and willingness, listening to the teacher as she explained, clarified, described and repeated key points.
- 86 The quality of teaching in English is never less than good, often very good and at Key Stage 3 it is excellent. Teachers have a secure knowledge and understanding of the subject and use a rich range of teaching methods and approaches to stimulate their pupils and help them make good progress. They have a detailed knowledge of each pupil and adapt the curriculum to meet individual needs. The carefully-planned visits out of school, for example, provide excellent opportunities for the pupils to sustain interest and develop their language and social skills. Planning of the English lessons is efficient, thorough and clearly focused and relates well to the National Curriculum Programmes of Study. Lessons have clear learning objectives, are well-managed and teachers intervene sensitively, using a quiet persistence and probing questions to develop understanding and increase knowledge. All teachers display a genuine empathy with their pupils. The friendly, caring relationships promote good behaviour. On those occasions when some pupils become inattentive, anxious or at times aggressive, excellent procedures are in place to help teachers and there is a speedy return to the calm, orderly and good-humoured atmosphere which prevails in the classrooms. A significant strength is the quality of the classroom support. Classroom and care assistants are well trained and have a clear understanding of their role. Like the teachers, they are sensitive to the needs of the pupils, are patient and cheerful and have high expectations.
- 87 There is a planned approach to monitoring and recording and the use of assessment to inform subsequent lesson planning is good. Individual pupil records are meticulously kept and show clear signs of pupils making progress.
- 88 The department has sufficient resources but there is a need for a wider range of good quality

picture books, large print texts, board and fabric books of an age appropriate nature. There is a need for the ICT resources to be enhanced. The English co-ordinator is committed and enthusiastic. She works extremely hard and has produced a thorough and appropriate Policy which underpins the work undertaken in English across the school.

## **Mathematics**

- 89 Most pupils of all ages make sound and sometimes good progress in learning very simple mathematical knowledge and skills. Across the age group, skills range from the matching of similar shapes to counting to 20, and the recognition of coins. Many pupils make good progress in carrying out simple practical tasks, often in real life situations. Many pupils recognise the days of the week and some can say them in sequence.
- 90 Pupils enjoy learning activities but their concentration is very limited and their behavioural difficulties make sustained learning hard to achieve. All pupils require one-to-one support from an adult to enable them to engage in any learning task. Adults are able to create a sense of achievement with some pupils which they enjoy.
- 91 The quality of teaching, including the support from special support assistants and care staff is very good. The knowledge that adults have of pupils is outstanding and significant in their ability to engage the pupils at an appropriate level. Planning for lessons is very good, and activities and methods of teaching are carefully thought out to take account of the needs of pupils. The use of signing is good and essential to enable pupils to take part. Every pupil is given an opportunity to contribute and the use of whole class teaching is successful in creating cohesion and enabling pupils to appreciate the presence of others and to be patient while others take part.
- 92 The mathematics curriculum is very relevant to the needs of the students. It has been well developed over recent years and the policy and schemes of work are good. The documents give teachers clear guidance with suggestions for activities and by setting out skills appropriate to the pupils. The curriculum also encourages the use of mathematics in real life situations and the links with leisure, for example, an individual objective for one pupil is to play ludo with a dice.
- 93 Computer software which supports mathematical knowledge and skills is used and pupils respond well to using the computer. However, hardware and software is limited and pupils do not get many opportunities to use it. The progress of pupils is well recorded using the objective sheets and the small steps of progress can be seen. However, since progress is so limited, an annual statement of progress overall might help to track the progress of pupils over a longer period of time, for example, several years. The continued development of mathematical skills takes place in residence especially linked to the many social activities, however, links between the individual learning objectives between school and care are not fully effective. Overall the work in this curriculum area is very good.

## **Science**

- 94 Progress in science is good throughout the school. Opportunities are provided for pupils to undertake science activities and investigations. Some pupils experience the activities while

others gain some limited understanding of what is happening. The progress made is assessed against the pupils' individual targets and is particularly good in all aspects of behaviour and personal development which are taught within the science curriculum.

- 95 In Key Stage 3, pupils are able to separate particles of different sizes using a sieve, make sand castles with dry sand and wet sand and observe the difference. At the end of the lesson they complete charts to indicate with a tick or a cross whether two substances can be separated. Physical help is required for all pupils to complete the activities. In Key Stage 4 pupils start to identify major bones in the body both on themselves and on a picture, with physical help. With help they cut out shapes of bones and make a model of a backbone using pasta.
- 96 Pupils who are over sixteen have started a project on the environment, part of the Accreditation for Life and Living (ALL) nationally accredited programme. They are able to walk around school and the local environment, collect a record of things found and use these to make a collage, labelling this using symbols, with help. They are able to make a record of the trees by taking photographs and bark rubbings and using these to make a group collage.
- 97 Sensory work throughout the school enables pupils to make progress in observing and responding to colours, sounds, textures and smells and understanding cause and effect. Pupils learn to make choices, to work with and next to others as part of a group and listen to adults. Help and guidance given throughout is individual and appropriate to allow pupils to achieve success.
- 98 Pupils' attitudes to learning, when considered in relation to their individual targets, are good. They enjoy many of the lessons, smiling and vocalising when exploring materials such as sand and real bones, especially skulls. They are able to sit appropriately and listen to adults, with the help of signing. They are able to sustain concentration for appropriate lengths of time and can help in getting equipment out and clearing it away. They are able to choose their own drink and activity.
- 99 The quality of teaching is always good and some is very good. Planning is thorough with clear aims adapted for each pupil according to need. Teachers have very good knowledge of the pupils and expectations are high, both of the behaviour of the pupils and of their learning. Teachers persist with individuals to obtain an appropriate response. Opportunities are planned for pupils to work next to each other and the minimum help necessary is given for them to achieve success. There is a very good range of activities and lessons are introduced well to show and explain to pupils what they will be doing. There are very good relationships with pupils and a good use of praise to encourage and promote expected behaviour. There is good liaison with support staff, all work effectively together as a team.
- 100 On-going assessment is very good and is used constantly to monitor behaviour and learning and adapt strategies. There is excellent management of the pupils by all staff, they remain calm and react consistently in a non-judgemental way, effectively promoting appropriate behaviour. Signing is used effectively although not consistently in all situations.
- 101 The curriculum is broad, balanced and relevant covering all four attainment targets, with a good range of opportunities provided for experimentation. Science activities also facilitate the development of communication and working safely using equipment and materials. The science policy and scheme of work is very good, covering all National curriculum levels including working towards level 1. Assessment is excellent and very well used to plan future work for each individual.

## **Other subjects or courses**



## **Information and Communication Technology**

- 102 Information and communication technology is delivered as a cross curricular subject in the school. However, on occasions specific work is undertaken with computers. Pupils make progress when they can access the computers in order to develop communication skills through use of symbols associated with text. There is evidence of a pupil developing mouse control skills over a lesson and associating a sequence of nouns associated with personal preference. Teaching is good with a high level of support for pupils on a one to one basis. There are clear aims for what is expected to be achieved and a thorough knowledge of the needs of pupils. Resources are slightly limited in terms of availability of computers and there is a shortage of access devices matched to pupils needs which will provide pupils with more opportunities for communication and exploring cause and effect through controlling the displays.

## **Geography**

- 103 Generally the teaching is very good. Lessons are well planned, organised and effectively handled. There is a range of appropriate resources and a variety in their use. The teachers have good subject knowledge and have planned a realistic and appropriate geography curriculum based on the National Curriculum Programmes of Study. All lessons have a clear purpose and involve much repetition to consolidate concepts and ideas. The teacher's simple skilful questioning and sensitive support moves the pupils on and helps them make progress.
- 104 Most pupils display positive attitudes and respond to the teacher and classroom support assistants very well. Some stimulating exchanges were observed in which pupils and teacher looked at different weather conditions. The teacher repeated the words rain, snow, wind, thunder etc with accompanying sound effects and the pupils responded well. She dealt sensitively with the situation where one pupil became over-excited and moved quickly on to another topic to retain the calm atmosphere in the classroom.

## **History**

- 105 Progress in history is good throughout the school. Pupils participate in a variety of activities to help develop a sense of chronology. They learn to sequence timetables daily to show events of the day, using symbols. As they get older they individually sequence some of their own daily events. They use books and photographs to look at what they did in the past and use the class diary to be asked to remember what the class did. They listen to stories about the past and examine old and new objects with help.
- 106 Pupils' attitudes to learning, when considered in relation to their individual targets, are good. They show interest in touching the castle walls, smiling and vocalising as they do so. They are learning to walk safely on the pavement and cross roads, but most have no sense of danger and need close adult supervision.
- 107 The quality of teaching is good. Planning is thorough, with clear aims for the lessons adapted for each pupil according to need. Expectations are high, both of the behaviour of the pupils and of learning. Teachers persist with individuals to obtain an appropriate response. Activities are planned that challenge pupils. There is good liaison with support staff. There is excellent management of the pupils by all staff, they remain calm and react consistently in a

non-judgemental way, effectively promoting appropriate behaviour.

- 108 The curriculum is broad, balanced and relevant, with a good scheme of work. Good use is made of the local environment, such as Conisborough castle and Cusworth Hall, to help stimulate interest and understanding.

### **Design and Technology**

- 109 Pupils make progress in design and technology. They are able to recognise different strategies for sticking and show evidence of making their own choices. Post 16 pupils are able to consolidate their knowledge when cutting and sanding wood. Teaching, which is never less than very good, is always well planned with clear objectives for the pupils. Although much of the teaching is done on an individual basis there are lessons where group teaching takes place most successfully. Teachers engage pupils with an enjoyment and excitement in the subject. In those lessons where teaching is excellent teachers have an expectation that pupils will undertake tasks with a high level of challenge. The response of the pupils at these times is often good or very good. Pupils demonstrate good levels of motivation and occasionally verbal or signed responses. The level of interest and humour of the staff contributes to this. Resources are appropriate for the tasks being undertaken. The curriculum provides an appropriate level of challenge for the pupils and assessment is undertaken well.

### **Physical Education**

- 110 Pupils are encouraged to develop their physical skills in relation to health, fitness, and social and leisure skills. Games, dancing, swimming, gymnastic activities and individual motor programmes all enable the development of skills. Pupils' responses vary from resistance, to simple awareness of their own bodies, to visible enjoyment and for some to well co-ordinated activity. The curriculum documentation is very good with guidance for activities well matched to the needs of the pupils. A wide range of community facilities are accessed and the resources at school include safe outdoor areas, a large indoor area, the softplay area and snozleen room which are all used for different types of activity.

### **Art**

- 111 Pupils make generally sound progress when measured against their learning needs. There is some progress in relation to specific art skills with tasks that are at the earliest levels of cognitive and physical development such as finger painting. However, pupils do start to show a recognition of the need to persevere with their tasks. Teaching is never less than good and usually very good or excellent. There is a high degree of challenge presented to the pupils accompanied by a great degree of consideration of their needs. Staff provide constant attention and a high level of positive feedback. Pupils' response is generally good. When it is less than satisfactory it is because of the nature of the pupils' problems. Close staff attention at these times and a thorough knowledge of the processes to follow ensure that pupils still undertake the task appropriately. Planning for the activities is clear with an expectation to provide a desired outcome. There are adequate resources and there is evidence of pupils

producing work in both 2 and 3 dimensions.

## **Music**

- 112 Music is used successfully in a number of ways to engage pupils. All pupils have music lessons and they are given opportunities to listen, appraise, perform and compose at their level. The pupils' response is often very good and pupils visibly concentrate, listen and enjoy the experience. Some pupils are able to play a simple rhythm with a percussion instrument. Many pupils are able to respond to the timbre and tempo of the music. Music therapy is an important part of the curriculum and a small number of pupils take part in individual sessions. It is essentially used as another form of communication. Music is used in assembly to good effect and the whole school group listened with moments of silence to taped music and enjoyed the singing to live guitar playing. A whole school session with students from Doncaster Music College was thoroughly enjoyed by pupils. The quality of teaching seen is good and retains those important features of knowledge of the pupils and persistence in getting a response. The scheme of work for music is good and provides effective support to teachers in setting out relevant activities and a useful framework for delivery.

## **Modern Foreign Language**

- 113 The school has endeavoured to introduce some experience of another language to the pupils. It has adapted the National Curriculum Programmes of Study for French to suit the individual needs of the pupils. The curriculum is, of necessity, very limited and covers "Learning and Using the Target Language" where teachers aim to develop some cultural awareness, the ability to work collaboratively, to learn independently and also to enrich the pupils' experiences by dipping into areas such as everyday activities, personal and social life and the international world.
- 114 Since there is a very low level of language skill in the native language, work in French is very restricted.

## **Religious Education**

- 115 Religious education is delivered to all pupils and follows the Doncaster Agreed Syllabus for Religious Education. Pupils make very good progress in the subject with some pupils able to recall the words, "mosque" and "Islam" from a previous lesson with the help of signing. The subject is well planned and teaching is excellent. There is a mix of individual and whole group teaching with very high expectations and challenge for all pupils. Lesson planning is very good and there are clear targets for pupils. Support staff contribute very well to the lessons and extend the pupils' learning.

## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

116 Five inspectors spent the equivalent of 16 days in the school gathering first hand evidence. Forty three lessons, parts of lessons or individual learning activities were observed amounting to a total of 22 hours and 5 minutes. Breakfast, lunch, tea, break times, assemblies and residential activities were also observed amounting to a further 8 hours and 40 minutes. A sample of pupils' work, their files and teachers' planning, as well as residential and care documentation, was scrutinised which amounted to 7 hours. Discussions were held with the headteacher, deputy headteacher (education), deputy head (care), Head of care, Bursar, teaching, support and care staff, therapists, administration staff, catering staff, consultants, Directors and Proprietor. The statements of special educational need and the annual reviews of all pupils were examined together with their individual learning plans and the schools' registers of attendance. Prior to the inspection inspectors studied the useful and comprehensive range of documents the school provided including their policies and administrative and planning statements and parent/foster parents' views were sought through the use of a questionnaire. This was further extended by a very useful questionnaire that the school compiled. One parent attended the meeting arranged to hear parents' and carers views.

## Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y7 - Y13	26	26	26	0

### TEACHERS AND CLASSES

#### Qualified teachers (Y7 - Y13)

Total number of qualified teachers (full-time equivalent)	7.10
Number of pupils per qualified teacher	3.66:1

#### Education support staff (Y7 - Y13)

Total number of education support staff	9
Total aggregate hours worked each week	360

Average teaching group size:	KS3	4
	KS4	5

### FINANCIAL DATA

Financial year:	1997
	£
Total Income	2175240
Total Expenditure	2190448
Expenditure per pupil	84248
Balance brought forward from previous year	0
Balance carried forward to next year	-15208

**PARENTAL SURVEY**

Number of questionnaires sent out:

27
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Number of questionnaires returned:

15
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**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	53	27	13	7	
I would find it easy to approach the school with questions or problems to do with my child(ren)	87	13			
The school handles complaints from parents well	40	46	7	7	
The school gives me a clear understanding of what is taught	46	40	7	7	
The school keeps me well informed about my child(ren)'s progress	47	53			
The school enables my child(ren) to achieve a good standard of work	57	36	7		
The school encourages children to get involved in more than just their daily lessons	71	29			
I am satisfied with the work that my child(ren) is/are expected to do at home	36	36	28		
The school's values and attitudes have a positive effect on my child(ren)	64	36			
The school achieves high standards of good behaviour	53	27	20		
My child(ren) like(s) school	53	40			7

**Other issues raised by parents**

No issues were raised in what was a very positive view of the work of the school.

**Summary of responses**

Comments expressed by parents on the forms were very positive.