

# Valence School

## Inspection report

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<b>Unique Reference Number</b>	119032
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358481
<b>Inspection dates</b>	19–20 January 2011
<b>Reporting inspector</b>	Kevin Hodge

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

The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	4–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	74
Of which, number on roll in the sixth form	22
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julian Paul
<b>Headteacher</b>	Roland Gooding
<b>Date of previous school inspection</b>	3 October 2007
<b>School address</b>	Westerham Road Kent TN16 1QN
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<b>Age group</b>	4–19
<b>Inspection dates</b>	19–20 January 2011
<b>Inspection number</b>	358481

**Boarding provision**

**Social care Unique Reference Number** SC041791

**Social care inspector**

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**Age group** 4–19

**Inspection dates** 19–20 January 2011

**Inspection number** 358481

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## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons were observed taught by 16 teachers and higher level teaching assistants. Inspectors visited classrooms, and observed behaviour at lunchtimes around the school and within the boarding provision. They held meetings with members of the governing body, teaching staff, health professionals, members of the school council and students in all year groups. Inspectors examined pupils' and students' work in lessons and school documents, including improvement plans, safety records, assessment information and policies related to the care needs of pupils and students. They analysed 22 questionnaires returned by parents and carers along with results from the school's own recent survey; those completed by 51 pupils and 35 staff were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rate of pupils' academic progress and its contribution to their overall achievement.
- How well teaching and the curriculum are modified to cater for pupils' personalised learning needs.
- The way senior leaders use self evaluation to identify further areas to improve.
- To what extent the school promotes levels of community cohesion, locally and further from the school.

## Information about the school

Valence School, which is smaller than the average special school, provides education for children, pupils and students who have complex and sometimes multiple special educational needs and/or disabilities. Of these, severe physical, medical and communication difficulties predominate.

The setting has an Early Years Foundation Stage but there are no children of this age currently attending. The school has boarding facilities, which were also inspected at the time of this inspection and are reported on separately. A large proportion of those on roll are male and from White British heritages, although 10% in total are from other ethnic groups. All boarding pupils are eligible for free school meals as are a below average proportion of those who attend daily. The school has won a number of awards reflecting its commitment to healthy living, sports provision and eco awareness. The school is designated as a specialist sports college and since the last inspection there have been significant building improvements, with new boarding accommodation and teaching blocks. Refurbishment of former boarders' accommodation is nearing completion.

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

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

## Inspection judgements

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

**2**

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

**2**

## Main findings

One pupil's comment that she 'loves being at Valence School' is not surprising as the school provides a good quality of education. The outstanding levels of care, guidance and support are major strengths in ensuring pupils achieve well in a positive and secure environment.

Parents and carers are very positive about the school's approach, and the excellent social care is highlighted by them. Pupils develop well socially and good levels of spiritual, moral, social and cultural development mean they behave brilliantly, feel extremely safe and are very well cared for. Those who board at the school report they like the new accommodation and ability to develop their independence by getting their own meals at times and in making the most of the new flat-screen televisions and computer facilities in their leisure time.

The range of health professionals based on site, whose skills and expertise has been developed further recently, help support students' medical needs. A range of visiting consultants enables students to have appointments at school, thus helping to maintain good levels of attendance. It also makes sure that pupils' medical or nursing needs are readily and promptly met. Pupils make good progress through the school so that by the time they leave they gain a broad range of qualifications. Pupils' information and communication technology (ICT) skills to aid communication and learning develop well. The rate of pupils' progress varies occasionally between classes. Although good, teaching lacks consistency in addressing individual learning needs and does not always capitalise fully on opportunities to extend learning. The sports college status fosters pupils' abilities and learning in various sports such as swimming and ball-based games such as boccia and power-chair football. These are all enjoyed by pupils to a high level and supplement their excellent knowledge of keeping healthy. The good curriculum, often personalised to meet individual needs, enables many to fulfil their potential in all year groups. Older students say that occasionally they find some work too easy and that some activities do not always make the most of their imagination. A new approach of integrating and enhancing communication, language and literacy is being introduced but has not yet been fully adopted.

Underpinning the school's success are a dedicated team of professionals who work well together to ensure that pupils, where possible, achieve well. The clear ambition and drive of senior leaders have enabled significant improvements to the accommodation, in gaining Sports College status and in developing an effective multidisciplinary leadership team. The clear focus on pupils' medical and social needs is at the forefront of planning and review, although middle managers are not always involved enough in assessing the quality of teaching and learning. That said, the recent whole-school monitoring and review process has reflected the school's good levels of self evaluation in identifying the next steps to

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enhance the school's effectiveness further. This, together with improvements already secured, reflects a good capacity to improve.

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

- Improve the consistency of teaching and learning throughout the school by:
  - ensuring that work is closely matched to the abilities of pupils
  - making sure that classroom support staff focus on helping stretch pupils' learning as well as aiding their medical and/or social needs
  - involving middle managers more in monitoring teaching to identify where improvements can take place in their subject speciality and responsibility.
- Extend the quality of the curriculum through the school by:
  - refining planning within the personalised curriculum available for pupils to ensure all are stretched in their learning and achievement
  - adopting and implementing the school's communication, language and literacy review to extend pupils' learning making sure that activities are challenging, stimulating and relevant for all pupils.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils and students achieve well, including those with very different starting points and those with particular needs and disabilities. They readily express their enthusiasm for school activities both within lesson time in classes, in sports activities and after school. Those that board say their new facilities are 'cool'. Progress is good when activities are stimulating and challenging. Pupils in Years 1 and 2 enjoyed using their sound generators to illustrate the sound of the three bears 'slurping' Goldilock's porridge, to assist the development of their early language skills. Pupils and students in Years 10, 11, and 13 enjoyed subtracting numbers in English and another language related to the school's French day theme. In contrast in another class the work was too easy for some older students, who felt they could be stretched further, and consequently their rate of progress was slower. Pupils' physical abilities develop well, with simple throwing, catching, movement and spatial awareness exercises combined effectively. The older students benefit from a range of vocational courses and some achieve well in gaining higher-level qualifications, including diplomas through options and work-based experiences. All groups, including pupils from different ethnic backgrounds, achieve equally well.

Pupils, including boarders, who returned questionnaires said they feel extremely safe, and this was confirmed during discussions. Aided by enhanced provision from the school's health team, pupils and students develop an excellent level of awareness about how to stay safe and healthy. Their awareness of healthy lifestyles is excellent and for some, their ability to self medicate regularly and accurately also helps maintain health levels and develops their independence.

Pupils feel they contribute to the school via the school council, which influenced the appointments of staff, but is currently seeing what issues fellow students want raising such as the rotation of menus or fund raising. Their involvement with local events is good, with pupils and students attending forums such as the Kent Youth Council as well as local

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community events and open days and events linked with those who have disabilities in the local community. Pupils and students make good gains in confidence and other life skills, as well as in their learning, Consequently they are well prepared for their next stages of education and later life.

*These are the grades for pupils' outcomes*

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

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

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

**How effective is the provision?**

Teachers understand pupils well, including their social, medical and physical needs. There is skilful and patient use of various approaches. The effective use of augmentative and alternative communication aids is a positive feature of many lessons. Relationships are excellent. This results in a calm atmosphere, unless the activity, such as sports, demands otherwise. Lessons are usually well paced and pitched at the right level, but occasionally for older pupils, some work is too easy or undemanding. Although adults are very attentive of pupils' and students' medical needs, support assistants do not always spot where individuals might benefit from extra guidance or direction to extend their learning. The personalised curriculum generally works effectively and only where planning dwells too much on tasks to complete, rather than the learning to appropriately challenge individuals, does pupils' learning slow. On occasions planned activities lack a real-life context and are not sufficiently stimulating. The wide variety of courses offered further up

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the school enable pupils and students to follow a wide variety of vocational and academic routes. The specialist sports college status enables them to extend their abilities in this area and some perform to county or regional standard as a result. The curriculum is enhanced by a range of sensory resources, and by provision for design and technology, music and art; for example, the work of the Dutch painter Mondrian being used to inspire pupils in Years 10 and 11. Planning ensures that pupils and students have a keen sense of being responsible for their surroundings, fostered by sound eco principles.

The care, guidance and support of pupils have improved since the last inspection, for the benefit of both day pupils and boarders. On-site clinics run by health professionals significantly further enhance the high standard of care provided by school staff. This highly effective combination helps the school fulfil its aims of providing for as many of the pupils' needs in one place as it can. Pupils spend more time in class learning and disruptions are reduced. Individual needs are assessed rigorously by a variety of professionals and this in turn enhances planning to meet needs. Pupils say they feel very confident in adults' abilities to help them. ♦

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, supported ably by senior staff, communicates a clear vision of what is possible, given the right blend of resources and personnel, and has made this vision a reality with improvements now in place. Improvements to the building, particularly the boarders' accommodation and teaching areas, have enhanced provision for both learning and care. The bringing together of various health professionals is giving pupils faster access to a wide range of services, from nursing care to wheelchair repair. Senior leaders are keen to improve further and some recent self evaluation has accurately identified where weaknesses remain. Middle leaders, for example, do not regularly observe teaching to gauge where improvements can be promoted. The review and plan of action to further promote communication, language and literacy within the school is thorough.

The school is committed and effective in promoting equality of opportunity and discrimination is not tolerated. The relative performance of different groups, for example different age groups, is monitored closely. This identified the relatively slower progress made by some younger pupils, which is being addressed. Governors promote secure safeguarding arrangements, including the vetting of staff. New systems to further enhance the overall level of safeguarding are nearing their completion date. Governors give good support. Their recent review pointed to the desire to increase the frequency and scope of visits to monitor the school's work more systematically. The school promotes pupils' and

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students' awareness of others effectively with good links with other schools nearby and further afield. Pupils and students work together harmoniously. They understand their place within the local and more distant national and global community. Class work, international weeks, theme days, assemblies and studies revolving around the topical events expand pupils' horizons well beyond the school's physical boundaries.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

No children were attending during the inspection, but the provision was observed and seen to be of a similar good standard to other areas of the school. Role-play areas and access to resources outside the classroom ensure that children access all areas of the curriculum. Those pupils now in Year 1 make good progress, reflecting the good start in this part of the school. Welfare arrangements are of the same high quality as those found in the other parts of the school. The quality of leadership and management is good and links with parents and in depth induction of pupils before they join full time are strengths to help them make a smooth start to school.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage

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## Sixth form

Students are taught well and a flexible approach to grouping students alongside younger students in other year groups is reaping benefits for students' academic and social skills. As a result the effectiveness of this aspect of the school's work has improved since the last inspection. Students follow a good range of courses, with some students 'fast tracked' through a one-year entry level course before moving on to GCSE and AS levels. The revised arrangements for grouping students allows for movement between courses to personalise learning even more. This works well for the vast majority of students and they make good progress. The curriculum also allows for older students to lead younger ones as sports leaders or within drama activities. As the majority of students are weekly or are 'flexible' boarders, out-of-class activities, placements and social activities allow them to develop good levels of independence. Excellent welfare arrangements for pupils in Years 1 to 11 extend to the sixth form so that students' medical and specialist health needs are provided for well. The sixth form is managed effectively. Good links are developed with other agencies such as Connexions and local specialised learning groups. The changes to the grouping of students to widen the opportunities available to them have been managed effectively.

*These are the grades for the sixth form*

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

## Boarding provision

Boarders thrive in an environment which effectively promotes and supports their health needs. A cohesive multi-disciplinary approach ensures boarders receive the nursing, therapeutic and personal care they need. Health plans are clear and prescriptive; they include the expressed wishes and preferences of the individual. Boarders say, 'the staff know how I like things done and this means a lot to me'.

A dynamic, qualified nursing and therapy team provides the care team with ongoing training, guidance and support, which ensures that optimum standards of health care are being competently delivered. Wherever possible, independence is actively enabled, for example, self-medicating, subject to clear risk analysis.

Boarders receive the guidance they need to make informed choices about their own health matters. Information is delivered in age appropriate formats, including topics such as diet, physical health, emotional well-being and sexual health. Recent developments, of benefit to pupils throughout the school, include a thorough external review of meal provision.

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External dietetic input has increased and the boarding kitchen facilities are of an excellent standard.

Boarders say they feel very safe at school. Safeguarding policies and procedures are understood and are being competently delivered by all disciplines of staff. Lines of accountability with regards to child protection concerns are explicitly clear.

Boarders know how to make complaints and representations, as do third parties, including parents and carers. Written records are comprehensive and those viewed demonstrate satisfactory resolution. Boarders confirm they can contact external agencies privately, if they wish and they value the services of an external independent visitor.

Boarders describe bullying as 'not a problem here' and 'all of the staff and teachers would sort it out if it happened'. Written records further support such statements.

Clear behaviour management procedures and strategies are underpinned by appropriate training. Hence, the use of approved sanctions and physical interventions are very rare within the boarding provision. Comprehensive records accurately describe when such techniques are deployed; these are scrutinised internally and also through robust external monitoring. Boarders understand consequences and say, 'staff talk to you when you get it wrong' and 'if you're naughty, you do get told off'.

Staff know precisely the action to take in the event of a boarder being missing or absent without authority; however, no such instances have occurred over a number of years. Similarly, the school is fully aware of the nature of serious incidents which require notification to external agencies, including Ofsted, and it continues to operate in an open, transparent manner, in the best interests of the boarders.

The boarding premises provide safe and secure accommodation. Access to houses is suitably restricted and maintenance issues are swiftly reported and remedied. Boarders are fully conversant with fire evacuation procedures; these are routinely practised. All equipment, including beds, hoists and mechanical aids are suitably covered through warranties and routine service arrangements. Robust staff recruitment procedures serve to protect boarders. Care staff do not commence with their employment until all of the required checks, including Criminal Records Bureau checks have been satisfactorily received. Volunteers directly recruited by the school receive the same stringent criteria, a small number of volunteers are also provided by accredited external agencies where the same quality of checks is not evident.

Boarders confirm that they are effectively supported by the care team with regards to the completion of homework tasks. The boarding accommodation is suitably equipped with internet access, books and other appropriate resources. Care files include clear referencing with regards to educational targets and goals. Staff from teaching and care disciplines routinely liaise to ensure a joint approach is achieved through the care planning process. Individual care needs are integral to this process and a creative approach is flexibly used to ensure that boarders are given every opportunity to achieve academically, personally and socially.

Assessment processes ensure the presenting needs of prospective boarders are carefully researched, in order for meaningful and productive care plans to be implemented. Ongoing review processes ensure that progress and concerns are recorded and effectively responded to. Boarders say, 'I get the help I need' and 'the staff help me when I need it, but they know I need my independence'. Realistic goals and targets, combined with the

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staff's 'can do' attitude, enables boarders to take risks, make mistakes and mirror the learning experiences as experienced by youngsters without disabilities.

Boarders enjoy the range of leisure activities available. Team leaders work hard to fully utilise the staffing levels in place, in terms of providing lone and group activities, with increasing access to local community resources. Consultation forums within the school and boarding houses ensure that boarders have a real and tangible impact upon the service provision. Changes happen as a direct result of boarder consultation, such as school uniform, decoration and the purchasing of leisure equipment.

The residential provision is of an excellent standard. Small living units replicate a homely living environment, which is equipped with the aids that boarders need to maximise their independence and ensure their comfort. Furnishings and fittings are of excellent quality and the ancillary team ensures that cleaning is maintained to an excellent standard, which the boarders appreciate.

Management systems are strong. Boarders, parents, carers and staff know what to expect from the service because the information is clear and accurate.

Stringent monitoring processes serve to ensure that the majority of policies and practices across the boarding provision are routinely reviewed and appropriately updated. Recruitment systems are not currently scrutinised as closely.

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

National Minimum Standards (NMS) to be met to improve social care review the current contract agreement with regards to volunteers to ensure robust recruitment practice (NMS 27)

include scrutiny of staff recruitment records more clearly within the current monitoring systems. (NMS 32)

*These are the grades for the boarding provision*

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

The return rate was low. There were few comments on forms, but the majority were very positive and highlighted the 'excellent' social care provided. There were some specific comments of a confidential nature, where parents felt aspects related to their child could have been improved; inspectors brought these comments to the attention of the school. There were no recurring or common issues of concern expressed by parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Valence 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	61	8	35	1	4	0	0
The school keeps my child safe	18	78	5	22	0	0	0	0
My school informs me about my child's progress	11	48	12	52	0	0	0	0
My child is making enough progress at this school	11	48	11	48	1	4	0	0
The teaching is good at this school	12	52	11	48	0	0	0	0
The school helps me to support my child's learning	11	48	10	43	2	9	0	0
The school helps my child to have a healthy lifestyle	11	48	12	52	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)	12	52	9	39	1	4	0	0
The school meets my child's particular needs	15	65	7	30	1	4	0	0
The school deals effectively with unacceptable behaviour	11	48	9	39	1	4	0	0
The school takes account of my suggestions and concerns	15	65	8	35	0	0	0	0
The school is led and managed effectively	13	57	9	39	0	0	0	0
Overall, I am happy with my child's experience at this school	15	65	8	35	0	0	0	0

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

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



21 January 2011

Dear Pupils and Students

**Inspection of Valence School, Westerham TN16 1QN**

Many thanks for welcoming us to your school last week. We enjoyed meeting you and hearing about all the things you accomplish. We think you attend a good school and there are some things it does exceptionally well.

Here are some of the things we found out:

- The standard of care you receive is excellent.
- You behave brilliantly and you like the school. You try hard in lessons and you make good progress, but some of you said work was too easy sometimes.
- You are excellent at eating healthily and in knowing the best ways of looking after yourself.
- Staff work hard to make sure you feel valued and part of what's going on.
- You experience an exciting range of activities, including learning languages, learning about environmental principles and sports competitions.
- The school is good at bringing together a range of helpers in the school so that you feel extremely safe and secure.
- Boarders like their new accommodation and the facilities it offers.
- Your sporting skills develop well, including the good standards achieved by the power chair footballers and boccia players.
- The teaching is usually good, which helps you to learn well in most lessons.

We have asked the school to do two things to help it improve further.

- Try to make the teaching consistently good or better in all classes so that the work you do is challenging, not too easy and exciting where possible.
- Look at the activities you do in class to see if they can be more closely matched to your needs, including in your communication, language and literacy work.

You can help too by continuing to behave really well and in letting the staff know how you are feeling about life in the school!

Yours sincerely

Kevin Hodge Lead inspector

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