

The West of England School & College

Inspection report

Unique Reference Number	113652
Local Authority	Devon
Inspection number	357387
Inspection dates	16–17 March 2011
Reporting inspector	Wendy Simmons

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

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

Type of school	All-through
School category	Community special
Age range of pupils	6–24
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	102
Of which, number on roll in the sixth form	34
Appropriate authority	The governing body
Chair	Nicholas Maxwell-Lawford
Headteacher	Tracy de Bernhardt Dunkin
Date of previous school inspection	8 October 2007
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Age group	6–24
Inspection dates	16–17 March 2011
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Boarding provision

Social care Unique Reference Number

Social care inspector

Age group	6–24
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Introduction

This inspection was carried out by two additional inspectors, who looked at the educational provision and outcomes for the pupils up to the age of 19. The provision for the post-19 year was not included in this inspection. Two social care inspectors conducted the inspection of the boarding provision.

The inspectors looked at a wide range of evidence, which included observing 15 teachers taking 17 part and full lessons. Within this, a high proportion of the school's learning support assistants were also seen with the many pupils who receive very intensive support due to their special educational needs and/or disabilities. Inspectors scrutinised assessment information about the progress being made by pupils. Meetings were held with older pupils and informal discussions were held with others. The inspection team met with staff and members of the Board of Trustees. Inspectors evaluated a range of documentation, including the school's improvement planning, evidence about lesson observations and policies and procedures. Six parents' and carers' questionnaires, were analysed along with the 31 questionnaires about the boarding provision.

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

- The effectiveness of actions to enable girls and boys to do equally well.
- The school's new  and possibly innovative  systems for monitoring the quality of teaching and the impact on the outcomes for pupils.
- How well assessment information is being used to inform targets for pupils so that they are suitably challenged, especially in English in Key Stage 3.

Information about the school

The West of England School and College is a non-maintained, residential and day school. A high proportion of day pupils are eligible for free school meals. The school and college are part of a charity with a Board of Trustees. Pupils come from many different counties in the south of England. Almost all are from White British heritages. The school focuses on children and young people with little or no sight and, within this remit, a very high proportion of pupils often have a wide range of complex additional physical and learning disabilities. A significant proportion of pupils have profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD) and sometimes autistic spectrum disorders (ASD). It is not unusual for pupils to have dual sensory impairment as well as complex additional medical conditions. The proportion known to be eligible for free school meals is much higher than average.

The school is a Specialist Special School for Sensory Loss (VI) and Physical Disability. In October 2008, the school was successful in its application for designation as a High Performing Specialist School and has government approval for the plan for raising achievement through the provision of appropriate teaching and learning resources for blind and visually impaired pupils in mainstream schools. The school has had a high turnover of staff in recent times. One member of the executive management team joined seven weeks before the inspection. The school and college have the International Award.

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

West of England School and College is good. Parents and carers hold the school in high regard. Young people are empowered to thrive. Notably, they grow in confidence and develop important life skills. Pupils are well prepared for the future, considering their wide-ranging and often highly complex needs. As a specialist special school it is meeting the needs of the pupils well due to good teaching, which is based on personalised learning as well as challenging target setting.

An increasing proportion of pupils find employment or go on to further education. The success of the outreach work, especially linked to employment, has improved well since the last inspection. This reflects the excellent partnerships with others and highly effective work as part of the specialist special school status. In this forward-thinking and inclusive school, pupils are happy and feel safe. They do outstandingly well in adopting healthy lifestyles; they eat well, do plenty of rigorous exercise, even when pupils have only limited mobility, and the emphasis on emotional well-being is particularly successful in raising self-esteem.

Pupils' good behaviour is a direct result of outstanding behaviour management. Staff are highly dedicated and have extremely positive relationships with the young people which contribute much to pupils' enjoyment of school and college. The strong emphasis on pastoral care enables pupils to gain the confidence so that they express themselves, overcome their difficulties and try new things.

Staff are especially skilled in understanding the needs of pupils with visual loss. Outstanding use is made of an exceptionally wide range of information and communication technology (ICT) to support teaching and learning. These features underpin pupils' good achievement. Occasionally, lessons are of the very highest quality, but there are not enough of these to ensure that achievement and progress are as high as they could be. Occasionally, some teaching does not make enough use of sensory resources or promote speaking and communication skills in the best possible way. Even so, staff, including learning support assistants, have such a positive ethos that previous barriers to learning are lifted. As one more-able pupil put it, 'The school has done so much for me. Now, I have nine GCSEs and I know what I want to do with my life.'

The attendance of pupils is much lower than average due to illness; occasionally, they are terminally ill. Many have operations or receive specialist off-site treatment. When they are well, they attend very regularly; the on-site boarding aids this.

The principal's commitment, vision, drive and expertise are exceptionally impressive. She has high expectations of the pupils and over the last five years she has fuelled a change of culture in the school. She is supported by the outstanding leadership of the Board of Trustees and the strong work of the executive senior management team. Detailed plans

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focus on the most important priorities for improvement, which reflects the good self-evaluation. This is aided by some high-quality monitoring of learning, especially by the principal, as well as effective assessment and target-setting procedures. The monitoring of teaching and learning, at middle management level, is an area for further development. The capacity to improve is good.

What does the school need to do to improve further?

- Build on the good work already started to develop the roles of middle managers by:
 - monitoring the quality of teaching and learning more so that they are as fully involved as possible in helping to lift the overall quality, thus enabling them to contribute more strategically to the self-evaluation process.
- Lift the quality of teaching and learning so that it is outstanding overall by:
 - ensuring that those who are capable and keen to do so have increased opportunities to work, learn and socialise as independently as possible
 - making sure that different practical resources are used as well as possible to help pupils in different ways when using their working senses
 - optimising opportunities for pupils to use their speaking and communication skills within lessons.

Outcomes for individuals and groups of pupils

2

On entry to the school and college, it is usual for the pupils to be working at an exceptionally low level. Even the most-able need much help to catch-up with gaps in their knowledge and low self-esteem. Some are emotionally very disturbed. From this starting point, their achievement is good. Those who are capable, usually only a very few, gain A-level and GCSE qualifications, while others work on different accreditations or support programmes to help them to be prepared for life in the wider world. A high proportion work securely through the 'Performance Levels' (P levels), which are milestone markers for those who are not able to access the National Curriculum levels.

The lessons seen, when coupled with the assessment information, demonstrate pupils' good progress. The most-able pupils benefit from challenging work and often intensive one-to-one support. This was evident in a GCSE English group where the highly effective use of ICT ensured that pupils could understand different poetry texts. As a result of this and skilful questioning by adults, their spoken and written answers displayed thoughtful awareness about cultural differences when exploring poetry such as, 'Half caste', 'Not my Business' and 'Presents from Pakistan'.

Pupils enjoy life at school and college. They make a positive contribution to the community. Everyone enjoys the way that older pupils run a very professional radio station known as VI radio. They take a major part role in two High Street. 'Social Enterprise' shops. Pupils not only serve in the shops but are also represented on the Management Board. The young people as contribute much to a successful gardening project. Their enterprising eBay business is showing a good profit. Pupils like a challenge. This was especially well illustrated when they spoke with passion about the life-changing skiing holiday. As one put it, 'We want to do it again; it's fabulous, seriously!' During the inspection, 22 pupils of all abilities set off to train for the arduous 'Ten Tors' challenge,

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while others worked hard on their swimming skills, with some confidently swimming a mile.

Leaders are keeping a very careful eye on any variations between boys' and girls' performance, especially in English in Key Stages 3 and 4. Lessons and assessment information show that girls and boys are now doing equally well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	*
Pupils' attainment ¹	
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	4
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

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

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

How effective is the provision?

Teachers and learning support assistants work together effectively. They know the young people very well and are able to manage them, whatever their mood or need. The pastoral care is especially strong. Adults create a calm and purposeful learning environment. They quickly manage any difficult behaviour with sensitivity, teamwork and consistently high expectations. Lessons are carefully planned, linking very closely to targets so that skills build up in meaningful ways. For example, following a visit to the donkey sanctuary, pupils with PMLD were helped to count from one to five when signing numbers and exploring the texture of carrots. Those with PMLD and MLD need constant reinforcement to make headway and they certainly receive this. For example, in a good lesson, the adults exerted every effort to make sounds and rhythms while shaking glittery

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objects. This helped the pupils to sense vibration, focus and begin to reach out for objects.

Those who need considerable time to verbalise their answers are usually given plenty of opportunity to process their thoughts and work on the physical skills of speaking. The impact of speech therapy helps pupils to communicate through speech and signing. In some lessons, adults miss the chance to extend communication skills so that pupils can share their views with others. There is some variation in how well practical resources are used to embed concepts to best effect. For example, during a 'shape walk', opportunities were missed to physically explore the impressive range of shapes within the outside environment, such as the elongated tubular handrails and huge chime bars, as well as feeling the tyres in the play area. Consequently, opportunities were missed to reinforce the concept of a cylinder. In another lesson, when exploring shapes in three dimensions (3D), pupils were not given two-dimensional, sandpaper-textured, matched shapes to stick onto the 3D shapes to help them to extend their understanding of 'faces' and 'edges'.

The curriculum has been reshaped well to provide life skills and working opportunities. There is a good range of visits and extra activities, although the young people would like more social activities to make the curriculum and their learning outstanding.

Well-established links with other medical and educational professions contribute much to the care and ever-increasing expertise of staff. Staff at all levels show an immense amount of patience, positive praise, nurturing and effective safety procedures when interventions are needed. Some more-able pupils have, however, said that they feel over-cared-for and would like more independence, and inspectors, like leaders, agree that this is an area for development. As one pupil explained, 'We want staff not to take over too much.'

These are the grades for the quality of provision

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

How effective are leadership and management?

The most senior leaders are working very cohesively to improve the school and show very clear vision and drive. The roles of middle leaders are developing securely but there is still more to do. At the moment, the innovative procedures for checking the quality of teaching and learning, which are part of the self-evaluation process, are being used only by a few of the most senior staff. This is due to be rolled out further, so that all leaders can also focus on the very specific functional skills needed for pupils to learn to best effect. All staff are keen to raise the quality of teaching, learning and self-evaluation to be outstanding.

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The Board of Trustees give superb support. They have a very wide range of professional expertise, which helps them to hold the school and college to account. They are guiding developments very well. For example, a house has recently been purchased to provide independent living beyond school age. The financial position of the school has moved from a deficit to a surplus budget. This is a direct result of rigorous financial management at both management and Trustee levels. An ambitious and exciting development programme has started to improve and redevelop the site; pupils are, understandably, delighted. In recent years, the whole of the organisation's structures, including committees, have been reviewed and updated. Performance management is now well established and correctly includes assistants at all levels. Plans to develop Neuro Vision Technology (NVT) are well underway and it is hoped that this will help to widen the field of vision for those with limited vision.

Staff are successfully sharing their expertise with others in the community, including mainstream schools. The school and college have Consultant School status to work within Devon and Torbay local authorities. One member of staff has, for example, produced an outstanding training programme as part of the South West Workforce Development Partnership. This training demonstrates the good commitment to promoting equal opportunities and commitment to tackle any form of discrimination. To make equal opportunities outstanding, leaders are now working to give more independence to those pupils who can cope, so that they are more like other teenagers in the wider world. Community cohesion is well promoted, especially locally. As one pupil confidently explained, 'We like working in the charity shop and doing the art project with another school. But we want to talk to even more people so we can share who we are and explain our disabilities.' The school has the International Award and is working securely to extend multicultural and global work.

Safeguarding procedures are robust at all levels and carefully woven into all aspects of school and college life. Training for staff is especially strong.

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These are the grades for leadership and management

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

Sixth form

As a result of good leadership, pupils achieve well in the sixth form because the school focuses clearly on matching ability to need. If pupils are capable, they do AS and A-level courses. If they are not able to work at this level, they are helped to do a wide range of vocational courses and work-related learning, which helps these young people to be ready for the wider world. As a result of improvements, the new 'outcomes planner' has been adopted. This sets out, through consultation with pupils, their long-term expectations. Pupils value this and for the first time ever, no sixth form pupil has discontinued courses so far, in the current academic year.

Teaching and learning are good and, sometimes, outstanding. To rise from good to outstanding, there is still more to do on functional, visual and communication skills to help these young people to get the very best out of other basic skills. Pupils work hard at their academic studies and relish the chance to learn about cookery. They greatly value their training in office skills and gardening ♦ all of which lead to work opportunities. Pupils are given suitable guidance to enable them to go on to university if they are capable, A few pupils noted that they sometimes need more help with homework in the evening to ensure that they can do as well as possible, especially if they are boarding.

The curriculum is good, but is not yet as personalised as it should be to reach outstanding quality. For example, a group of girls said that they would like to go out to do more shopping for fashion and make-up. They correctly consider that this is important for them as part of their social development, so that they mix with and have the chance to do what other teenage youngsters do. This is also important for helping them to select clothes and prepare for the world of work. Boys and girls agreed that they would like more social activities during the week.

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

These are the grades for the sixth form

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

Boarding provision

The quality of the boarding is good. The school has taken appropriate action to address all of the recommendations contained in the previous report. There is a commitment in the boarding provision to drive forward improvement.

The diverse and often complex health care needs of the young people are fully assessed and met in an outstanding manner by staff. Clear and safe procedures are followed for the administration of medication and appropriate records are kept. There is always a first aid qualified member of staff available on site at all times.

Effective and safe behaviour management strategies are in place. This means that the need for physical intervention and sanctions is rare. When physical interventions do take place, the duration and effectiveness is not recorded in the record of physical interventions thoroughly enough. Pupils report that they always feel safe when they are boarding at the school. There are robust safeguarding procedures in place that staff are familiar with and would feel confident to use if necessary. Pupils receive information in accessible formats about how to complain. However, this information does not contain the details of how to complain to Ofsted.

The pupil’s safety is promoted with the use of risk assessments which identify potential individual risks and the actions that staff need to take to manage the risks. Records show that fire equipment checks happen regularly but evacuations from the boarding houses are not frequently enough practised. However, staff and pupils are clear about what action to take in the event of a fire.

Robust procedures are in place to ensure that only suitable persons are employed. Files evidence Enhanced Criminal Records Bureau checks are obtained for each staff member and the standards for safe recruitment are fully met.

Education is actively promoted and there is effective continuity and communication between the school and boarding staff. The pupils are encouraged by staff to become involved in a range of activities in the school and out in the community. There are regular trips out. For example, on the day of the inspection, one group of pupils made a picnic and spent the evening on Dartmoor. The pupils are encouraged by staff to be independent, for example using public transport.

Cultural, religious and racial needs are identified and addressed, and pupils are encouraged to respect and value difference. Pupils are fully involved in the day-to-day running of the boarding provision and they have the opportunity to contribute to the choice of outings, activities and menus. There is a school council pupils can voice their opinions and a radio station that is run by the pupils at the school.

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It was observed that the staff interact with the pupils using a calm, relaxed and patient manner. This ensures that the pupils are comfortable and secure in their relationships with the staff. The staff use a variety of methods to communicate with the pupils who are non-verbal. This means that all pupils are able to make choices and offer their opinions.

The accommodation in the boarding houses has been upgraded recently and pupils report that they really enjoy living in the new-build accommodation. This was purpose built for those who have physical disabilities and visual impairment. All bedrooms are personalised and each house has been made as homely as possible.

Pupils are very well supported by a competent and committed management and staff team. There is a comprehensive training programme on offer for staff to help them develop the skills to meet the diverse care needs of the pupils. Pupils are happy with their care and do not think that there is anything that the staff could do better.

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

Ensure that young people practise fire evacuations from the boarding houses on a regular basis (NMS 26.5).

Ensure that the duration of incidents of physical intervention and the effectiveness of any intervention are more thoroughly recorded (NMS 10.14).

Ensure that the complaints procedure documents the contact details for Ofsted (NMS 4.8).

These are the grades for the boarding provision

The effectiveness of the boarding provision	2
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Views of parents and carers

Six parents and carers responded to the questionnaire, which is an exceptionally low proportion by national comparison with that in special schools. However, in addition, 31 parents and carers returned the boarding questionnaire and often made comments about the school on this. When taking this into account, the return rate fell securely into the average banding. Inspectors also looked at the results of the last three surveys conducted by the school and college.

Taking all of the available information into account, parents and carers have a very positive view of the work of the school and college. They especially note that their children enjoy life at both the school and college. They confirm that their children are safe, but a few felt that they would like their children to have more information about where to go if they feel bullied. Inspectors can assure parents and carers that systems are securely in place to enable pupils to find help if they should need it and attention is also taken by the school to help those who do not have spoken language to express any worries. Inspectors found that many pupils have experienced bullying at their previous schools, which has had an immense impact on the pupils' attitudes, self-confidence and emotional well-being. When pupils join this school, they are helped to have a fresh start. The emotional support given helps them to gain confidence and much better emotional well-being. As a result, parents and carers agree that their children are happy and behaviour is good. They agree

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that the adults help the children to develop well. Inspectors endorse the many positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West of England School and College to complete a questionnaire about their views of the school/college.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 6 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	4	67	2	33	0	0	0	0
The school keeps my child safe	3	50	3	50	0	0	0	0
My school informs me about my child's progress	3	50	3	50	0	0	0	0
My child is making enough progress at this school	3	50	2	33	1	17	0	0
The teaching is good at this school	3	50	2	33	0	0	0	0
The school helps me to support my child's learning	2	33	3	50	1	17	0	0
The school helps my child to have a healthy lifestyle	2	33	3	50	1	17	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)	2	33	4	67	0	0	0	0
The school meets my child's particular needs	2	33	4	67	0	0	0	0
The school deals effectively with unacceptable behaviour	1	17	4	67	1	17	0	0
The school takes account of my suggestions and concerns	3	50	2	33	1	0	0	0
The school is led and managed effectively	2	33	3	50	1	0	0	0
Overall, I am happy with my child's experience at this school	3	50	3	50	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



18 March 2011

Dear Pupils

Inspection of West of England School and College, Exeter EX2 6HA

It was a great pleasure to meet you. We agree with you that yours is a good school. You are helped to do well because you are cared for and receive good teaching. As a Specialist Special School for Sensory Loss (VI) and Physical Disability, it is meeting your needs well. Your learning is very personalised.

We are especially impressed by the following.

- You become confident, learn important life skills and correctly feel that you have much to give to others in the world. You are happy and feel safe.
- If you are able, you have the chance to find employment or go onto further education; this is due to the efforts made to extend your skills and aspirations.
- Well done for working so hard on adopting healthy lifestyles.
- Well done for behaving well even when some of you can find this difficult. The adults give you outstanding help with this.
- Staff are highly dedicated and have positive relationships with you. You agree that almost all staff are very kind, encouraging and helpful.
- Outstanding use is made of ICT. Your radio station is superb, congratulations on that.
- Your principal and the Board of Trustees do a superb job and there are excellent links with others that help you to do well.

We have told your principal that you would like more independence and more shopping for such things as fashion items. You would welcome more social events with other people in the community. The leaders are keen to improve these things for you. Here are the two main priorities for whole-school improvement:

- to develop the roles of middle managers
- to make teaching and learning outstanding. This will include giving you more independence and opportunities to learn in different ways, socialise and use your speaking and communication skills.

We shall carry on listening to VI radio. Good luck with the 'Ten Tors' challenge. We were delighted to see you all swimming so energetically.

Yours sincerely

Wendy Simmons

Lead inspector

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