

# St John's Catholic School for the Deaf (Boston Spa)

Inspection report

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<b>Unique Reference Number</b>	108120
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324710
<b>Inspection dates</b>	14–15 October 2008
<b>Reporting inspector</b>	David Muir HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Boarding provision</b>	
<b>Social care URN</b>	
<b>Social care inspector</b>	Sarah Urding

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>	Non-maintained special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	79
Sixth form	0
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Fr D Harrison

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<b>Age group</b>	3–19
<b>Inspection dates</b>	14–15 October 2008
<b>Inspection number</b>	324710

<b>Headteacher</b>	Mrs A Bradbury
<b>Date of previous school inspection</b>	28 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Church Street Boston Spa Wetherby West Yorkshire LS23 6DF
<b>Telephone number</b>	01937 842144
<b>Fax number</b>	01937 541471

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and a social care inspector.

## Description of the school

This school is a non-maintained special school, managed by a governing body and a board of trustees. It offers day and residential provision for pupils with hearing impairment. Over half of the pupils are boarders and come from a national catchment area. All pupils in the school and students in the sixth form have a statement for their special educational needs. Deafness ranges from moderate to profound levels. In recent years, increasing numbers of pupils with additional and more complex needs have been admitted to the school. At the time of this inspection, there was one child in the Early Years Foundation Stage (EYFS). Post-16 provision is shared between the school and two colleges. The proportion of pupils eligible for free school meals is low. There is a very low percentage of minority ethnic pupils. The school has recently been granted planning permission to build an Expressive Arts Resource.

The school has been awarded specialist special educational needs school status for sensory impairment. It also holds the Investors in People, Basic Skills Quality Mark and Healthy Schools Awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required to ensure the school's recruitment policies and procedures comply with all the legislative requirements for the safeguarding of pupils.

When pupils join the school, their standards are very low compared with the national average for pupils of their age. This is due to their delayed language development, often as a result of impoverished early language input due to their deafness. They generally make good progress as a result of the careful attention given to pupils' individual needs. Pupils with additional learning difficulties and/or disabilities make outstanding progress. By the time they reach the end of Year 11, all pupils have gained nationally accredited qualifications, including some gaining good grades in GCSEs, although standards are inadequate overall compared to all schools nationally. Pupils make good progress as a result of good teaching combined with challenging targets and outstanding personal development and well-being. Pupils enjoy coming to school and their attendance is outstanding when compared to that in all schools. Their evident enjoyment is also reflected in their excellent behaviour and attitudes to learning and their enthusiastic participation in school life.

Pupils' personal development, including their spiritual, moral, social and cultural development, is a significant strength of the school. Parents recognise the positive impact of the school's work on their children's personal development and they say that their children gain in confidence and that their behaviour and attitudes improve during their time at St John's. Pupils know how to keep themselves safe and healthy and they actively promote this in others through initiatives such as the school council. There are strong relationships at all levels of the school, which encourages an ethos of mutual respect throughout.

Teaching and learning are good. All lessons seen were good or better, and some were outstanding, which is broadly in line with the school's self-evaluation. In the best lessons, all students make at least good progress. Excellent knowledge of the curriculum and well thought out activities promote discussions amongst the pupils, which are then used to improve pupils' knowledge and use of English. Teaching is outstanding for pupils with learning difficulties and/or disabilities and enables them to make excellent progress because their learning needs are supported in a skilful manner. The school provides an outstanding curriculum which meets the needs of all the students. The curricula throughout the school are flexible enough to cater for differing cohorts and the individual needs of all pupils in the school. Pupils with additional learning difficulties and/or disabilities are supported very effectively during their time in St John's. Care, guidance and support are satisfactory although some aspects are outstanding, such as the work undertaken with the York Deaf Child and Family Team. Staff know the students very well and are dedicated to raising their achievements. There are good links between the education and care aspects of the school. The school has strong systems in place to track the progress of all individual students, although these are not yet being used to monitor the progress of groups of pupils effectively. Failings in safeguarding procedures for the recruitment of care staff exist: statutory requirements are not met fully to ensure that all learners are protected.

The headteacher and the senior leadership team have shown good leadership in implementing a vision of improvement, which has involved all members of the school community. There is a strong ethos in the school based on raising standards for all. There is also ongoing review of the curriculum throughout the school to ensure that it effectively meets the needs of all learners, including those who have additional learning difficulties and/or disabilities. Pupils' and parents' views are regularly sought and are used to inform future plans for the school. The governance of the school is inadequate due to deficiencies in its monitoring procedures, specifically relating to safeguarding.

## **Effectiveness of the sixth form**

### **Grade: 1**

The sixth form is outstanding. Provision is shared between St John's and two colleges. This provides an extremely flexible curriculum, which meets the needs of all students well. The courses currently on offer range from level 1 foundation vocational programmes to level 3 advanced vocational programmes and also include GCSEs. In recent years, student retention from the start of Year 12 to the end of the programme has been extremely high. The curriculum is flexible enough for all pupils to be able to enter the sixth form at a level appropriate to their individual needs and abilities. This enables them to make excellent progress and to successfully complete their chosen courses.

Pupils in Key Stage 4 work with Connexions and in careers education lessons to ensure that by the time they make the transition to post-16, they have all the information they need to make appropriate choices. The school provides excellent support for its students who are working in other colleges, based on a service level agreement which is negotiated individually with each college. Fully trained note-takers are provided for all students who need them. St John's delivers a programme of deaf awareness training and provides information sheets about individual students to the tutors in the colleges. These are used to ensure that the students who are deaf are able to reach their full potential. Regular meetings between the school and each college also ensure that provision is monitored closely and that students' needs continue to be met appropriately. At the same time, students are able to access support services provided by the school in such areas as speech and language therapy and careers education. Further additional support for subject work is provided by the school in the form of additional tutorials.

A wide range of destinations is available for students post-16, with several students continuing in further education and then progressing on to a university degree course.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Early Years Foundation Stage (EYFS) accesses the full range of support services in the school, including the speech and language therapists. This is particularly beneficial due to the severe language delay of pupils on entry. As there is only one pupil currently in the EYFS, some of the curriculum is incorporated into the primary phase to promote the development of communication and social skills. The primary department provides an individual curriculum based on the EYFS, with planned opportunities for socialisation. Appropriate assessment records show that sound progress has been made in the current pupil's time in the provision.

Some opportunities for outdoor learning are provided, but more regular and frequent opportunities are not an integral part of the curriculum. Outdoor equipment is put out at break

times and tidied up again afterwards, which restricts pupils' ability to take full advantage of outdoor learning opportunities.

## **Effectiveness of boarding provision**

### **Grade: 4**

The quality of the boarding provision is inadequate but has some good and outstanding features. The school meets most of the National Minimum Standards though one shortfall, around the safe recruitment of staff, is significant and compromises the welfare of pupils.

Children experience smooth transitions on admission to the school and when moving on. These events are well planned; for example, staff spend time in a child's former place of learning so that information can be shared and introductory visits by pupils are made to the school. A multi-disciplinary assessment at the time of their admission enables clear identification of children's individual needs. However, the resulting plans of care are not fully incorporated into a single plan. This limits the capacity of care staff to promote higher quality learning opportunities which build on the work taking place during the school day. Staff equip students well with life skills and are exceptional in assisting students to manage risk outside the school environment. There are good links with further education colleges and work-based projects.

Throughout their time in the school, pupils receive outstanding levels of individual support and health care. There are a range of professional networks that promote physical well-being and mental health within the school such as audiology, speech therapy, medical support from a school nurse, religious and moral guidance, and support from an independent listener. The school's external networks are equally accessible, with strong links to primary health care trusts and the York Deaf Child and Family Service. The latter offers counselling, and a range of social care services for children and their families.

Staff are proactive in promoting healthy lifestyles. The school nurse rigorously monitors children's health and medication is safely administered. Pupils are confident that their health will be looked after and feel cared for by staff if they are ill or homesick. Nutritious, well balanced and tasty meals are provided and children's dietary needs are well catered for. Staff inform children well about being healthy, resulting in the school council voting to remove chocolate vending machines throughout the school. Staff are positive role models and encourage children to be active. There are a range of activities to be enjoyed.

All aspects of child protection, other than safeguarding relating to the recruitment of staff, benefit from well defined policies and procedures and accountable staff practices. This is also the case for procedures related to complaints, privacy, behaviour management, anti-bullying, unauthorised absences and health and safety. The school has yet to ensure the highest standards of safety by planning for a range of foreseeable crises. Pupils have devised a list of 'golden rules' to encourage good behaviour, and these reflect the Catholic religious and moral ethos of the school. This inclusive approach encourages ownership and responsibility. Relationships with staff are positive and they know the children well. This encourages good behaviour. Children are clear about the rules and are encouraged to aim high because of the positive rewards they receive. Pupils' views of the school included the following comments: 'I love this school'; 'The best thing is the teachers' and 'I feel really safe'.

The school has significant failings in how it manages the recruitment of staff. There is a systemic failure in the seeking of references prior to staff starting work, and there is no evidence to suggest that all of the necessary checks are in place. This includes Criminal Records Bureau checks and verification of references. Staff are not left unsupervised until these checks are in

place which reduces risk to an extent. However, the practice is poor and means that children are being introduced to people who have not undergone a full assessment of suitability.

Joint arrangements for education and care are generally well coordinated, although staff are not fully secure in their understanding of each other's roles. Strengthening the links between the two aspects of the school would further enhance the quality of education and support on offer. Well established communication systems are in place that promote educational attainment; for example, daily handovers, weekly meetings, assessment meetings and annual reviews. The development of a shared network notice board where significant issues can be posted, effectively aids communication between teaching and care staff. Care staff support children well during the school day encouraging a prompt return to lessons following temporary exclusion for disruptive behaviour. However, despite the many opportunities for staff to come together they are not secure in an understanding of each other's roles.

Staff work in a manner that builds the pupils' self-esteem, confidence and a respect for others. Consultation with and inclusion of pupils and their families in all aspects of school life is outstanding and embedded in practice. A number of forums are available for pupils to make a positive contribution to their lives and how the school is run, such as one to one meetings with key workers, annual reviews, house meetings and the school council. Staff fully understand how contact with families can serve to reassure and promote children's well-being. There are excellent facilities for parents to stay in the school with their children and opportunities created for contact by telephone, web cam and text phone. Parents are fully involved in decision-making about their children's lives. The school is outward looking and promotes equality of opportunity well. Inclusion is promoted by encouraging links with communities on a local, national and global level. This creates opportunities for children in the school and beyond.

Managers, staff, pupils and their families share a common understanding of the remit of the school, which is well defined in the school's Statement of Purpose and handbooks. Staff are child-centred, committed and positive about their work. They are reflective practitioners and focus on raising outcomes for children. The boarding provision is well staffed and flexibly managed to meet the needs of pupils. Staff are well supported, supervised and trained which assists in the meeting of children's needs. The school is committed to raising standards of care through training, and are near to meeting the 80% target of staff trained to National Vocational Qualification Level 3 in the Caring for Children and Young People.

There is a strong commitment from senior managers to develop and raise standards from within and external scrutiny is welcomed. However, the existing quality assurance systems have failed to identify some shortfalls. There is no case recording policy and as a result case records are inconsistently kept. Patterns relating to safeguarding concerns are not easy to establish because of the manner in which records are held and the lack of overview of action taken in response to concerns raised. More significantly, systems have failed to identify unsafe recruitment practice.

### **What the school should do to improve further**

- Improve the care provided to ensure the health, safety and well-being of pupils and staff; the school must ensure that it meets the National Minimum Standards currently not met, as detailed below
- Ensure that the outstanding teaching taking place in St John's is identified and disseminated throughout the school so that all teaching can become outstanding.
- Ensure that tasks and activities in lessons are adapted to meet the ability levels and interests of all pupils.



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

- Ensure written records are made of any allegation of abuse and of the action taken in response (NMS 5.4).
- Ensure the recruitment process includes all elements outlined in standard 27.2, including verification of references and that staff do not start work prior to the receipt of Criminal Records Bureau checks and two written references (NMS 27.2 and NMS 27.7).
- Produce a placement plan that includes all aspects of this standard (NMS 17.5).
- Provide training to staff to assist their understanding of multi-disciplinary roles within the school (NMS 29.6).
- Provide staff with written guidance on procedure and policy as outlined in appendix 3, in particular a case recording policy (NMS 30.7).
- Ensure that a minimum of 80% of staff are qualified to NVQ Level 3 in the Caring for Children and Young People (NMS 31.4).
- Ensure planned responses to a range of foreseeable crises (NMS 31.9).
- Develop a system whereby child protection issues and recruitment can be effectively monitored (NMS 32.2).

## **Achievement and standards**

### **Grade: 2**

Attainment on entry varies, but overall is well below average because of pupils' delayed development in language prior to being admitted to the school. Some pupils have also had very negative experiences of schooling previously. Careful attention to pupils' individual needs ensures that at each key stage pupils make good progress and some, including those with additional learning difficulties and/or disabilities, make outstanding progress. By the end of the primary phase, pupils are starting to build on their language foundation and are making better progress. By the end of Year 11, all pupils have gained nationally accredited qualifications, including entry level certificates, AQA unit awards and GCSEs. A minority of pupils gain good passes in GCSE exams, including the core subjects of English, mathematics, and science. Pupils who transfer to the sixth form continue to build on their progress and reach standards that are in line with national averages. As a result of good teaching in combination with challenging targets, high expectations and careful monitoring, pupils make good progress. The areas related to the school's specialism are particular strengths and the impact of this is reflected in the outstanding progress made by learners with additional learning difficulties and/or disabilities in all key stages. Many pupils exceed their challenging targets. This is because of the high quality curriculum which incorporates individual highly focused support and well planned intervention strategies that are implemented consistently and effectively. The school's monitoring of the progress of groups of pupils by gender and ethnicity is not yet in place.

## **Personal development and well-being**

### **Grade: 1**

The personal development of students is outstanding and this is reflected by their excellent behaviour, high levels of attendance, good achievement and enthusiastic enjoyment of school life. Pupils want to be in school and have very good attitudes to learning. Pupils know how to keep themselves safe and healthy and they actively promote this in others through initiatives such as the school council. Bullying is rare and when it happens is dealt with effectively. Pupils feel very safe and they know who they can talk to if they have a problem. There are strong relationships at all levels of the school and there is a strong ethos of respect throughout. Pupils

who come into the school with previous negative experiences of education adapt quickly and improve their behaviour in response to the high expectations. Behaviour in all lessons seen was exemplary and this positive attitude was also reflected in the warm welcome extended to inspectors.

Many students make effective and positive contributions to their own community and further afield, taking responsibility for setting up and running a range of activities, including the 'step into sports festival of sport and dance' run by the pupils for primary schools in the local area. They also contribute to an effective, and increasingly autonomous, student council and engage in several links with overseas schools. The responsibilities they are given and trust they are shown enhance pupils' self-confidence as they progress through the school, preparing them well for their future working lives. Pupils regularly visit other schools to provide training in deaf awareness for their hearing peers. The pupil voice is a strength of the school and the management takes pupils' views into account when planning future developments. Moral and social development is outstanding and is evident in students' consideration of more vulnerable students and in their charity work. Pupils are aware of the differences in cultures which exist within the school community and are aware of the spiritual and cultural aspects of cultures other than their own. Pupils enjoy a wide range of visitors and visits which support the positive work taking place on cultural and spiritual awareness in the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In the best lessons the work matches the full range of pupils' abilities and all pupils make at least good progress. Teachers have excellent knowledge of the curriculum and there are well thought out activities which promote discussion amongst the pupils. These lessons also engage the pupils and their progress is well monitored through active questioning and good assessment of their work. Teaching is outstanding for pupils with learning difficulties and/or disabilities. They make outstanding progress because their learning needs are supported in a skilful manner and the teachers have an excellent awareness of individual pupils' language needs. In less effective lessons, pupils are not encouraged to be active in their learning and there is further scope for the promotion of independent learning. Planning does not take into account fully the different ability levels of pupils. There is evidence of targets being set for pupils in all subjects, but pupils are not consistently aware of them.

Relationships between staff and pupils are very positive and supportive. Pupils listen carefully and behave well. Systems are in place to use a wide range of data to track and set targets for pupils and to monitor their progress, although these systems are not yet consistent in all subjects.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides an outstanding curriculum, which meets the needs of all the pupils very effectively and meets all statutory requirements. The curriculum is effectively modified to meet the learning needs of all students. In the primary department, the school employs the Maternal Reflective Method, which prioritises the development of the English language through focusing on speaking and listening skills. In the secondary department, an exemplary and innovative feature of the curriculum is the choice of three pathways: the mainstream curriculum, the special

educational needs curriculum and the curriculum plus. These curriculum routes are flexible enough to cater for differing cohorts and the individual needs of all pupils in the school. Consequently, learning is well matched to the individual needs and aspirations of pupils and ensures continuity and progression across the key stages. The fully integrated use of speech and language therapists across the curriculum provides outstanding support for the school's oral/auditory philosophy.

Curriculum enhancement through the use of a range of visits and visitors provides the opportunity to engage with the wider community and encourages the development of life skills. Pupils with additional learning difficulties and/or disabilities have their needs carefully identified, through liaison with feeder schools and the school's internal assessment, and are supported very effectively during their time in St John's. The curriculum is further enhanced by extremely well planned opportunities for work experience. Pupils are well prepared for their next stage of life by good functional language work and a focus on literacy and numeracy across the school.

Effective curriculum planning and enrichment programmes in the school and residence combine very effectively and allow the pupils to make good progress and enjoy a sense of success in their learning.

## **Care, guidance and support**

### **Grade: 3**

The care aspect of the school is outstanding due to links with external agencies such as the York Deaf Child and Family Team, which provides a service for pupils who are vulnerable and need extra support for their mental health well-being. The staff know the pupils very well and are dedicated to raising their achievements. This aspect of the provision is strong for vulnerable pupils and those at risk of disaffection due to their previous experiences of schooling. There are good links between the education and care aspects of the school, but there is scope to develop a better understanding of each other's roles so that there is a common approach to education from the school and the residence teams. There is also an inconsistency in the pupils' knowledge of their targets to improve their work in school.

Support for pupils with learning difficulties and/or disabilities is good. The school has strong systems in place to track the progress of all individual pupils and there are outstanding systems in place to provide support for any pupils whose achievement show signs of slipping. However, the school does not make sufficient use of the data that it collects to monitor the progress of different groups of pupils as well as individuals. There is effective communication with parents who are very supportive of the school. Excellent links with outside agencies mean that there is a wide range of support available for pupils should it be required. Pupils are given excellent information and guidance with regard to their future courses and progression.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The headteacher has shown good leadership in implementing a vision of high expectations and standards which has involved all members of the school community. A sense of shared ownership and the involvement of all staff in school improvement has been a key element in driving this vision forward. The school's self-evaluation is largely accurate, demonstrating an awareness of strengths and areas for development. Lesson

observations are regularly undertaken to monitor the quality of teaching and learning although these slightly overestimate the quality of the lessons. There is also on-going review of the curriculum throughout the school to ensure that it effectively meets the needs of all learners, including those who have learning difficulties and/or disabilities.

Data on pupils' progress are used to review individual subjects. Specialist school status in special educational needs has contributed well to the good progress of pupils, especially those with additional learning difficulties and/or disabilities. The strong links with partnership schools have also been significantly enhanced by the specialist status. The management of the school has demonstrated that the school has good capacity to improve. Governance is inadequate due to its failure to effectively monitor safeguarding procedures for the appointment of care staff.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>	<b>16-19</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	1
Effective steps have been taken to promote improvement since the last inspection	No	Yes
How well does the school work in partnership with others to promote learners' well being?	2	2
The effectiveness of boarding provision	4	
The capacity to make any necessary improvements	2	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2	
How well do children in the EYFS achieve?	3	
How good are the overall personal development and well-being of the children in the EYFS?	2	
How effectively are children in the EYFS helped to learn and develop?	2	
How effectively is the welfare of children in the EYFS promoted?	2	
How effectively is provision in the EYFS led and managed?	2	

**Achievement and standards**

<b>How well do learners achieve?</b>	2	1
The standards <sup>1</sup> reached by learners	4	3
How well learners make progress, taking account of any significant variations between groups of learners	2	1
How well learners with learning difficulties and/or disabilities make progress	1	

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

<sup>2</sup>IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1	IE <sup>2</sup>
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	1	
The extent to which learners enjoy their education	1	
The attendance of learners	1	
The behaviour of learners	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2	IE <sup>2</sup>
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	3	IE <sup>2</sup>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	1
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	4	
Do procedures for safeguarding learners meet current government requirements?	No	No
Does this school require special measures?	No	
Does this school require a notice to improve?	Yes	

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the very enjoyable two days that my colleague and I recently spent at your school. It was made all the more pleasurable by your behaviour and attitude towards us. We were impressed by how willing you were to talk about your school and it was very interesting to hear your views.

There are many areas of your school which are good and outstanding, but we found some failings in one area of the school's work which meant that we had to judge the school as needing a Notice to Improve. This area was related to making sure that all staff have all of the checks which they need before they start working in the school and residence. This means that another inspector will visit the school to make sure the improvements have been made.

In the school, your personal development is outstanding and is something that you should be very proud of. Your behaviour is excellent and you are clearly keen to learn. You are gaining the skills that you need to be able to become successful and confident young people. The leadership of the school is good and there is a clear vision of how the school should develop. Your teachers know you well and in the best lessons work matches all of your individual levels. In the sixth form, we saw that there were many courses on offer to you, with good support in partner colleges.

As a result of our visit, we have asked the school to improve in the following three areas.

- Ensure that the school is undertaking all of the checks which it needs to do when appointing new staff.
- Ensure that the outstanding teaching that we saw is spread throughout the school so that you are taught as well as that in all of your lessons.
- Ensure that there are a variety of activities taking place in lessons, which are able to meet your ability levels and interests.

You can help with these by using the school council to pass on ideas to the management of the school to suggest how they can tackle these areas for improvement.

I would like to wish you all the best for the future in your school and thank you again for your very warm welcome.