

INSPECTION REPORT

ST ANTHONY'S SCHOOL

Chichester

LEA area: West Sussex

Unique reference number: 126155

Headteacher: Toby Salt

Reporting inspector: John Byrne
21137

Dates of inspection: 10th–12th June 2002

Inspection number: 197634

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community Special
Age range of pupils:	5-16 years
Gender of pupils:	Mixed
School address:	Woodlands Lane Chichester West Sussex
Postcode:	PO19 5PA
Telephone number:	01243 785965
Fax number:	01243 530206
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John H S Shippam
Date of previous inspection:	22 nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21137	John Byrne	Registered inspector
11437	Anthony Anderson	Lay inspector
14563	Graham Pirt	Team inspector
18461	Vanessa Wilkinson	Team inspector

The inspection contractor was:

QICS

Ibsley
4 West Cliff Road
Dawlish
Devon
EX7 9EB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved?	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anthony's school educates 160 boys and girls between the ages of five and 16. On entry to the school pupils' achievements are below average and all have statements of special educational need. The needs that the school caters for, although predominantly moderate learning difficulties, are becoming more varied and now include pupils with communication difficulties, behavioural needs, and severe learning difficulties. In September 2001 a specialist support department was opened for pupils with autism who account for 20 per cent of the school population. There is a ratio of three girls to every ten boys. The number of pupils who come from an ethnic minority background is very small and, as virtually all pupils speak English as their first language, there is no separate provision for this area. Pupils are admitted to the school from Chichester, Bognor Regis, Selsey and Littlehampton; just under half live in the socially disadvantaged parts of these areas. Over the last year the school has received recognition for its work. Awards received, in addition to being granted Beacon Status, include The School Achievement Award 2002 and The Sportsmark Award.

HOW GOOD THE SCHOOL IS

St Anthony's is a very good school. The outstanding leadership provided by the headteacher motivates staff and governors to work hard on behalf of all pupils. As a consequence the quality of teaching is high and the impressive range of exams taken by pupils in Year 11 and the results achieved show good and very good standards, particularly in English, science and personal, social and vocational education (PSVE). The school provides very good value for money.

What the school does well

- The excellent leadership and vision provided by the headteacher, who is very effectively supported by a knowledgeable governing body, has resulted in very positive developments in a number of areas.
- The very good teaching, that benefits from the structure provided by a well-organised curriculum, ensures that pupils make good and often very good progress in most areas.
- It creates an environment in which pupils can become confident learners. This ensures their attitudes, personal development and behaviour are very good.
- Very good links with other schools and colleges, together with very effective use of the community, enhances the curriculum and prepares pupils well for leaving school.

There are no significant areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in 1997 has been good. At that time, despite being judged as a very good school, the need for improvement was identified in curriculum and assessment, accommodation, staff development and the provision of speech therapy across the school. The efforts of the current headteacher, well supported by all staff, to rectify these issues have been successful. In particular, very good progress has been made in replacing, with purpose built rooms, the poor accommodation for science, design technology and the base for pupils in their final year of schooling. In addition to these improvements the school has been careful to maintain its strengths in teaching and standards that were recognised in 1997. As a consequence of its desire to continue to improve current school development planning recognises the need, through initiatives such as the recently established resource provision for pupils on the autistic spectrum, to meet the more demanding requirements of pupils with a wider range of special needs.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	By age 5	by age 11	by age 16	Key	
Speaking and listening	A	A	A	very good	A
Reading	A	A	A	good	B
Writing	A	A	A	satisfactory	C
Mathematics	A	B	C	unsatisfactory	D
Personal, social and health education	A	A	A	poor	E
Other personal targets set at annual reviews or in IEPs*	A	B	A		

*IEPs are individual plans for pupils with special educational needs

Standards achieved by the very small number of reception aged children and all pupils across the school are consistently good and sometimes very good. The high quality of teaching, particularly in PSVE, and the confidence this engenders in children and pupils to become confident learners has a very positive impact on standards. The range of accredited courses pupils follow and the successes they achieve reflect the impressive standards that most pupils reach prior to leaving school. In particular results are very good in English and science. All pupils have benefited from the effective use of the National Literacy Strategy and the impact that it has had on their achievements. The National Numeracy Strategy has also been introduced to good effect with the result that pupils, by Year 6, make good progress. However, this progress is not sustained for all pupils with the result that some higher attaining pupils do not achieve, at the end of Year 11, the same impressive results as they do in English and science. As a consequence of recent improvements in accommodation and resources, coupled with improved staff training, standards achieved in information and communication technology (ICT) are at least good. The recently established provision for pupils on the autistic spectrum has made a very good start in ensuring that pupils educated in this part of the school are achieving standards comparable with their peers. The school uses an impressive range of data to analyse pupils' performance and the information this provides is used to set suitably challenging whole school targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils respond extremely positively to the high expectations of staff and approach all aspects of school with enthusiasm.
Behaviour, in and out of classrooms	Very good. A notable feature of the school is the calm and purposeful atmosphere that is evident in and out of lessons.
Personal development and relationships	Very good. Pupils' response to the opportunities available to them, for example participation in the school council, demonstrates the effectiveness of school provision.
Attendance	Satisfactory. The majority of pupils enjoy school and the experiences it offers them. However, despite the best efforts of the school, a very small number of pupils exhibit regular non-attendance or lateness.

As a consequence of the opportunities provided for them, both in and out of lessons, pupils have high self-esteem, which is reflected in the confidence that they show in their relationships with each other and with adults. The pride that they have in their achievements has a positive impact on the standards they achieve in lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5	aged 5-11	aged 11-16
Lessons seen overall	Very good	Very good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching benefits from the structure provided by a good curriculum and procedures that support teachers in judging where pupils are in their learning. Teachers' planning is such that it provides pupils with learning opportunities that enable them to participate with enjoyment and become effective and confident learners. The impact that well-thought out teaching strategies have is reflected in the standards that pupils achieve in most areas of their learning and in their responses to the opportunities provided for them. A factor that contributes to the overall high quality of teaching is the excellent teamwork so evident in lessons. The support provided by other adults working in the classroom and by the high quality input available from speech and language therapists ensures that the special needs of all pupils are very effectively catered for in an environment that motivates them to be involved and stay on task. Lesson organisation, based on the National Strategies, is very evident in the very good teaching of English, for all pupils, and in the good teaching of mathematics for pupils up to Year 6. The use of the strategy in the teaching of mathematics for pupils between years 7 and 11 is not so clear. The teaching of science and PSVE is very good and pupils benefit from the teachers' expertise.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It provides, equally well for all pupils, a wide and relevant range of learning opportunities, both in and out of school, which develops well their knowledge and understanding in all subjects. It is very effective in preparing pupils for leaving school and moving on to the next stage of their life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' moral and social development is very effectively catered for and as a consequence they show an increasingly mature and responsible approach to their work. Provision for spiritual and cultural development is good and is well promoted through the curriculum in subjects such as art, music and religious education.
How well the school cares for its pupils	Very good. Through very effective procedures in the areas of child protection and health and safety the care needs of pupils are catered for extremely well. Assessment is good and teachers' planning takes account of what pupils know and can do and what they need to learn next in order to make progress.

The school has taken advantage of its Beacon Status to develop further very good links with partner institutions. In addition, the range of extra-curricular activities and the impressive use of the local and wider community provides pupils with experiences that contribute very effectively to the standards they achieve. In particular a very good careers programme prepares pupils well for leaving school. The importance that the school places on promoting the care and development of all pupils is impressive. This is apparent in the quality of risk assessment, the medical care of pupils and personal social and vocational education. Parents highly value these aspects of the school's provision. Their very accurate

assessment of the strengths of the school, prior to the inspection, reflects the very positive links that exist between parents and school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's clear vision for the school, shared and supported by senior staff, ensures that priorities, evident in school planning, are challenging, realistic and relevant.
How well the appropriate authority fulfils its responsibilities	Very good. A very knowledgeable and supportive governing body is committed to using information available about performance to shape future developments of the school.
The school's evaluation of its performance	Good. The monitoring and evaluation by senior staff is very good. However, as yet subject leaders do not always consistently implement the well-thought out procedures for the monitoring of the curriculum or teaching.
The strategic use of resources	Very good. The use of resources is very well planned for and specific grants are all used very effectively in the school.

Since the last inspection the school has embarked upon an ambitious building programme. The outcome of this has been successful and accommodation is now very good. A strength of leadership and management is the emphasis placed on meeting the more varied needs of the pupils that the school is beginning to admit. This is evident in the good provision for pupils with autism, in the priorities identified for individual teachers through performance management and by the flexible way in which the school is looking to use support staff to enhance the provision available to pupils. The school is committed to ensuring it receives best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The quality and commitment of teachers that brings about positive changes in their children in terms of attitude and achievement. The improvement of the school under the current headteacher. The sense of pride and self-esteem that the school engenders in their children. The reward systems in place for their children, that they feel promotes achievement and encourages good behaviour. The opportunities provided for out of school activities. The improvements in school accommodation. 	<ul style="list-style-type: none"> A small minority of parents would like to see more homework provided for their children.

The findings of the inspection fully support the positive views of the parents, which shows clearly that they have a very good knowledge of what the school does for their children. The inspection did not find evidence that would support the views of a minority of parents who would like more homework for their child. Indeed the school recognises the importance of homework and it is regularly provided for pupils, especially in the secondary part of the school. They benefit from the existence of a homework club. Some members of the school council reported to an inspector that they felt that some teachers provided too much homework for them!

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The excellent leadership and vision provided by the headteacher who is very effectively supported by a knowledgeable governing body, has resulted in very positive developments in a number of areas.

1. The leadership and management of the school is very good. The contribution that the current headteacher has made to the school in maintaining its strengths and bringing about improvement has been outstanding. The impact that he has had since his appointment has been recognised by his involvement in several national initiatives and by the award of Beacon Status to the school in 2001. His commitment to strive for excellence is very much appreciated by senior staff, governors and parents all of whom support him in his vision to improve standards and to meet, equally well, the needs of all pupils.
2. The involvement of the governors in the work of the school has improved since the last inspection. Despite the fact that governors, understandably, have great confidence in the headteacher they do not rely entirely on his reports and school monitoring systems to judge the effectiveness of school provision in terms of raising standards. Rather they make sure that they are actively involved in the work of the school. The quality and extent of their knowledge gained from activities such as tracking pupils, spending time with staff, monitoring school systems and sitting on the school council means that they are very well placed to use the first hand information they have to shape the future development of the school. This is achieved through a very well constructed plan that clearly outlines short term priorities and identifies what the school will achieve over a three-year period. The strength of the plan is the involvement of staff in its production and the link that it obviously has to the performance management systems in place.
3. The last inspection identified that appraisal procedures were not fully implemented. This is no longer the case and all staff now benefit from quality performance management systems that place an appropriate emphasis on training. The headteacher is aware of the potential that good professional development opportunities can have, particularly in developing the skills of staff in meeting the wider range of needs exhibited by pupils at the school. This is a priority for him and he expects the teacher in charge of the recently opened autistic resource, which has made a successful start, to play an important role in developing staff skills. Already she is providing valuable training opportunities in areas such as the use of signs and symbols and general teaching strategies for pupils with autistic spectrum disorders. The impact of this training is beginning to have an effect and there is evidence that staff are using the skills learnt in their teaching. In order to achieve his vision of including pupils with autism into lessons alongside their peers the headteacher is looking at innovative ways of developing the skills of the very competent support staff so that they can act as “key workers” for specific pupils.
4. A particular feature of school management systems is the very good knowledge that governors and senior managers have of the strengths and weaknesses of the school. The headteacher is very aware of the benefits that detailed information can provide in terms of assessing pupil and staff performance in order to raise standards even further. The school achieves this through the existence of rigorous monitoring systems that take full advantage of the data received from visits to lessons, scrutiny of planning, tracking of performance through test results/examination statistics and

audits of parents and pupils' views. The effectiveness of these procedures was very evident during the inspection because the school could demonstrate that they too had identified differences in results achieved by the same cohort of pupils in external examinations. It was impressive that the headteacher was also able to describe the measures that had been put in place to ensure that the lower results achieved in mathematics by higher attaining pupils would be improved in the future to match the results achieved by those pupils in science and English. The headteacher, as a result of regular school self-evaluation, is also clear that there are inconsistencies in how some co-ordinators monitor their subject and, as a consequence, planning is at an advanced stage to provide them with the time to enable them to fulfil their roles more effectively.

5. At the last inspection areas of poor provision, in terms of accommodation, were identified in art, science and school leavers, which were housed in wooden buildings separate from the rest of the school. Since then the school has embarked upon an ambitious building programme. The outcome of this work, which owes much to the excellent efforts of the headteacher in securing funding, has been very successful and has resulted in very good specialist facilities in those areas identified as being poor in 1997. The improved accommodation will be very beneficial in ensuring the school can fully meet, in a safe environment, the requirements of the recently introduced GCSE examination courses in science and art, extending the already impressive range of examination options available to pupils in Year 11. In addition, the increased flexibility arising from the completion of these building projects has been used to very good effect to improve facilities in areas such as the library, physical education and information communication technology (ICT). The new ICT suite is already beginning to have a positive impact on standards being achieved in this subject. The fact that the school is constantly seeking to raise standards of achievement for pupils is reflected in the proposals for a new sports hall that are well advanced and look very likely to go ahead in the near future.

The very good teaching, that benefits from the structure provided by a well-organised curriculum, ensures that pupils make good and often very good progress in most areas.

6. The high teaching standards evident at the last inspection have been maintained and the strengths identified at that time still exist. The quality of teaching in the majority of lessons observed was very good and evidence drawn from pupils' work, in well-annotated subject files and portfolios, indicate that they are making at least good and sometimes very good progress in most subjects. Improvements to the curriculum, in terms of planning, have been good and this has had a positive impact on teaching particularly in subjects such as design and technology, ICT and music where progress was judged to be only satisfactory in 1997. Standards achieved in design and technology are now at least good and sometimes very good. Since the last inspection the range of external accreditation offered to pupils has been improved. The success they achieve in examinations is a direct result of the quality of teaching that they receive.
7. The comprehensive teaching and learning policy agreed by the whole school team, and the principles it outlines, are evident in the work of teachers across the school. Planning by staff in the infant department is careful to develop within children and pupils positive attitudes to school. The organisation of the teaching environment ensures that they grow in confidence by experiencing success in a safe, stimulating and happy environment. The excellent team work and organisation shown by staff when using the story "The Lighthouse Keeper's Lunch" ensure that pupils achieve well because their needs are assessed thoroughly and met through ability grouped

work and individual learning. This same level of team work is present in the autistic resource where all staff are fully involved in pupils' learning and very effective use is made of a range of recognised strategies to provide structure for pupils and to help them to communicate more effectively. The very good knowledge that staff have of pupils and their special needs ensures that interventions by them are supportive, sensitive and consistent ensuring that pupils are developing a good understanding of what is required of them. As a consequence they respond positively to familiar routines showing the confidence to participate in activities such as organising the resources necessary for "snacktime."

8. Pupils between years 3 and 6 continue to benefit from the agreed approach to teaching and learning that recognises the importance of consistency, effective planning and repetition and reinforcement of skills already learnt. Pupils in years 4 and 5 when looking at music from cultures, such as Mexico, are provided with the opportunity to link their learning to other subjects. Through careful, yet challenging questions, for example "Give more information. Why did it make you giggle?" they are able to demonstrate their understanding by talking about what they know and how the music made them feel. A similar approach to a very good physical education session links a running activity to pupils' previous learning in science. They respond to probing questions by explaining their heartbeat increases and pumps blood around the body because they are running faster.
9. These teaching strategies, that actively involve pupils in the learning process by encouraging them to share their knowledge with their peers, become increasingly more effective between years 7 and 11. Pupils' self-esteem is developing well and they show the confidence to respond to the high expectations that teachers have of them in most lessons. The very good standards that pupils achieve in science, illustrated by excellent examination results at the end of Year 11, is based on the very effective teaching that follows a tried and tested format; one that involves effective planning, repetition and reinforcement, insistence on safe practices and a very good use of the high quality facilities and resources. In a Year 7 lesson on crystals these strategies are very evident. Challenging questions show clearly the good extent of pupils' knowledge, which benefits from the teacher's insistence on the correct use of scientific terminology to describe equipment and processes. The teacher's own subject knowledge is such that he confidently handles pupils' questions using them well to develop the lesson. At the completion of the session it is clear that the intended learning outcomes have been achieved and pupils know that crystals although of different sizes have a flat shape and sharp edges.
10. The National Literacy Strategy, and training staff have received in its implementation, is very apparent in teaching and is having a very positive effect on standards achieved in speaking and listening, reading and writing. Planning in the infant department clearly reflects the main components of the strategy and the "Big Book" work is well supported by the use of symbols and key words. Even at this early stage of their schooling pupils are showing the confidence to express their views and share their understanding of the text with staff. Teaching for the majority of pupils between years 3 and 6 continues to be very effective and reflects clearly the strategy. Year 6 pupils' response to their work on developing an understanding of the origins of writing is very impressive and demonstrates the very good standards pupils are achieving. Learning is very effectively linked to previous work on sentence structure and a range of suitable activities ensure that the needs of all pupils are effectively catered for. In a less successful lesson exploring the use of questions involving what, where, when and who pupils failed to make progress because planning was weak and opportunities were missed to develop the lesson theme.

11. The teaching of literacy is continued to good effect in the secondary school through the provision of an additional literacy session, over and above timetabled English periods, and short sessions taught by subject teachers to their tutor group. Scrutiny of work indicates that pupils, by the time they leave school, have benefited from the wide-ranging strategies used to ensure they make progress. In interviews for Asdan modules they demonstrate high level speaking and listening skills, written work shows writing for a range of purposes and evidence is available indicating the wide range of texts studied. The progress pupils make in English is reflected in the good results achieved in the Certificate of Achievement; 44 per cent achieved distinction in 2001. This exceeded predicted results.
12. Standards achieved by pupils in mathematics are good overall. Pupils in the infant department make very good progress in their counting skills and they benefit from the effective way that staff use the National Numeracy Strategy in their teaching. Planning is very clear and pupils, working in small groups based on ability, benefit from the good expertise of staff in teaching the strategy. Records are of a very good quality and show clearly the progress that pupils are making in their work. The teaching of mathematics for pupils between years 3 and 6 continues to be based on the strategy, which is well used to reinforce and develop skills learnt in the infant department. Scrutiny of work and evidence of lessons show that pupils are making good progress in all areas of mathematics. In a lesson involving counting pupils make very good progress because they have a clear understanding of what is expected of them and interesting learning opportunities are matched to individual need. The progress made by pupils between years 7 and 11 is satisfactory and this is indicative of the quality of teaching that they receive.
13. Since the last inspection the school has invested well in resources and training for ICT. As a consequence the quality of teaching and the standards achieved by pupils are good. Between reception and Year 6 it is taught as a discrete subject and it is also effectively used to support work across the curriculum. Good planning, making use of quality software covering areas such as communication, information handling and modelling, ensures that by Year 6 pupils are showing good skills in information handling and word processing. They use the mouse well, are able to load programs independently and some select the appropriate icon to print their work. In the secondary department ICT is taught through subjects. As planning does not always reflect the work to be covered in ICT particularly when the teacher has access to the ICT suite it is more difficult for the school to track progress. However, despite inconsistencies it is clear, from annotated work, that progress continues to be good and ICT is used effectively to support pupils work. Evidence available shows that by Year 11 pupils can access the internet, make PowerPoint presentations and present their work in a variety of ways that include use of pie charts, tables and imported pictures.

It creates an environment in which pupils can become confident learners. This ensures their attitudes, personal development and behaviour are very good.

14. The inspection fully endorses the very positive views that staff, parents and governors express about the way pupils conduct themselves both in and out of school. Through the very good efforts of all staff, pupils have the chance to learn in a safe, well-ordered and harmonious environment. They thrive on the opportunities and experiences provided for them in all areas of school life and, as a consequence, display an eagerness and enthusiasm to succeed. The ethos that such positive attitudes create provides a very firm foundation for the high standards that many pupils achieve in most areas of the school curriculum. Despite the fact that attendance is overall only

satisfactory, due to problems caused by a small hard core of non-attenders, it is very clear that the majority of pupils enjoy coming to school.

15. This enjoyment stems from the thought and care that the school team puts into ensuring that pupils are provided with stimulating activities both in and out of class. A feature of the majority of lessons is the way pupils make progress because of the positive way they react to these activities and the demands that they make of them. Year 9 pupils, in a drama lesson, make excellent progress because they enjoy the activity and are prepared to concentrate and remain on task for suitably long periods of time. Their attitude to the subject is excellent and their willingness to co-operate with each other and the demands that the teacher makes of them ensure that they achieve very good results when working on whole group images using sound stimuli. The very successful outcome of this lesson owed much to the very good relationship that pupils have with each other.
16. The quality of relationships between staff and pupils is also very high and is a result of the confidence that pupils have in the adults that they work with. This confidence is very evident in all lessons and it was clear from observing pupils and teachers in the infant and ASD resource that the school places considerable importance on this aspect of pupils' development from the earliest stages of their education. The PSVE programme builds on this very good start and the overall planning for this aspect of provision shows clearly the school's intent to develop, through age-appropriate activities and experiences, pupils' personal skills as they move through the school. The success of the school's stated aim, as outlined in the PSVE policy, of "developing self-confidence and self-esteem and making informed choices" is demonstrated by pupils' response to their involvement in the student council. It is a very mature response and one that owes much to the value placed on this group by the headteacher and staff. The governors have a representative on this body, it has its own budget and its views are listened to and sometimes acted upon by the senior management. For example, in recent accommodation developments, the design of the building was discussed with the council who changed the layout of the toilets and requested a water fountain, which was provided.
17. It was clear from discussions with staff and scrutiny of statements that a significant minority of pupils exhibit challenging behaviours as a result of their emotional needs or as a consequence of their autism. However, it is also clear that the school manages these behaviours extremely well and is justifiably proud of its very low incidence of exclusion because of behaviour.
18. Its success is largely due to the existence of a very good approach to promoting good behaviour, which is consistently adopted by the majority of staff. Pupils, through regular reminders, know what is expected of them and there are good systems in place to reward them for their efforts. However, often in lessons, for example science in year 7 and history in year 9, a smile or humorous response, accompanied by praise, is sufficient to develop in pupils a good attitude to work. When pupils display inappropriate behaviour it is not ignored, for example in a religious education lesson for Year 6 pupils the teacher explained clearly to the pupil why she was unhappy with his inappropriate comments, which were disrupting the learning of other pupils. The boy concerned listened and the comments ceased.
19. The increasing number of pupils with autism will provide a challenge to staff, as they are included more into lessons to learn alongside their peers. Currently the majority are educated in the resource and the strategies that are being used are very effective in managing their behaviour and providing pupils with the structure that helps them participate in their own learning and develop good attitudes to work. Routines are very

clear and care is taken to make sure that they are followed. For example, when a pupil becomes distressed at the ending of an activity, despite receiving good cues, the routine is followed and staff continue to reinforce “finished” and use happy and sad labels to show their feelings in response to the behaviour. Suitable emphasis is placed on communication and all adults are very clear about their roles and responsibilities.

Very good links with other schools and colleges, together with very effective use of the community enhances the curriculum and prepares pupils well for leaving school.

20. The school is very well integrated into the local community and uses it to enhance the curriculum in a way that contributes significantly to the standards pupils achieve. The programme in place for pupils preparing to leave school is a very good one and benefits from the close links that have been established with the local college and employers. As a consequence of being awarded Beacon Status the school has been presented with an excellent opportunity to raise its profile in the local educational community. This they have done to the benefit of pupils and external groups and individuals that have become involved with the school.
21. By the time they leave school all pupils have experienced a wide range of very good extra curricular activities. There are regular good quality residential experiences that include camping in The New Forest and an outdoor pursuit week that involves a day trip to Dieppe. These opportunities make a significant and very worthwhile contribution to pupils’ personal development.
22. The use of the community both in terms of visits out and visitors to the school are of a very high quality. School trips, since the last inspection, that have widened the range of cultural and spiritual experiences available to pupils, have included watching drama productions at Chichester College, visiting the Imperial War Museum and going to places of worship associated with the major world religions. Evidence in subject portfolios demonstrates clearly how visitors too are used to enhance the curriculum and help pupils to achieve higher standards. Pupils in Years 9 and 10, studying food technology, are provided with the opportunity to work with catering experts such as a male chef from London and a female pastry chef who shows them how to make choux pastry. Other pupils have access to visiting musicians, linked to the Chichester Arts Festival, and Hindu dance workshops. These are just a sample of the range of visitors to the school who do so much to support teachers and widen the experiences that pupils have access to.
23. An undoubted strength of the school is the provision that it makes, through its careers programme, for pupils who are about to leave school. The quality of the PSVE curriculum is such that it is possible to track the valuable work that contributes so effectively to pupils’ careers education. Topics such as meeting people in the community, relationships and self-esteem and working together provides a very firm foundation for the discrete careers lessons that pupils receive from Year 9 onwards. These lessons are very well supported by the input of a specialist careers advisor who contributes to the very good programme by helping pupils to devise action plans and by meeting them regularly on an individual basis. In addition to the discrete lessons that the pupils receive it is clear from scrutiny of records that careers education is also very effectively supported by the valuable work, involving relationships and personal management, that takes place in regularly timetabled tutorial sessions. The effectiveness and extent of the provision available to pupils is highlighted in the excellent curriculum vitae that pupils prepare in advance of leaving school.

24. In years 10 and 11 the quality links with the local college and the very good opportunities for work experience enable pupils to put into practice all they have learnt in their PSVE work and careers education lessons. The day placement at the local college in Year 11 provides them with opportunities to study courses not available to them at school. It is an indication of the progress that pupils have made during their time at St Anthony's that they have the ability and confidence to access successfully the mainstream courses by, for example, achieving external accreditation in basic food hygiene. The preparation that pupils receive for work experience placements in years 10 and 11 is very thorough and so ensures that they achieve maximum benefit from the range of experiences that working at places such as stables, gardening centres and supermarkets provide for them. An inspector's discussion with pupils confirms the benefits that the programme followed in the final years of their education provides for them. It also reaffirms judgements about the success of PVSE and careers programme in ensuring that pupils are able "to make informed choices, regarding personal, social and careers issues."
25. The school's recent award of Beacon Status has enabled it to develop very good and mutually beneficial links with partner institutions. The most recent report of its Beacon activities clearly indicates the quality and quantity of provision provided by St Anthony's to its partner schools. Feedback from visitors to the school show that these activities have helped to develop staff skills and practice in supporting pupils with special educational needs and have provided the opportunity for newly qualified teachers and other professionals working in the field of special education to gain a valuable insight into successful practice in a special school. As a consequence of its Beacon Status St Anthony's has developed a very successful inclusion project with a local boys' comprehensive in Chichester. Year 7 pupils from the schools undertook a cycle of physical activities that include health related fitness, rugby and educational gymnastics on both sites that were taught by teachers from each of the participating schools. The evaluation of the project to date has been very positive and shows clearly the impact that such inclusive practice is having on the sharing of ideas, the improving of staff skills, raising the level of pupil achievement and providing increased opportunities for social interaction.

WHAT COULD BE IMPROVED

26. There are no significant areas for improvement

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. Although there are no significant areas for improvement it is important that an issue that has been identified by the school's own self-evaluation procedures continues to be worked on and improved. It is:
- In mathematics raising the achievements of secondary aged pupils.

PART C: SCHOOL DATA AND INDICATORS

Attainment at the end of Key Stages 1,2 and 3

It is inappropriate to publish the results of these tests because of the small number of pupils involved

Key Stage 4 results achieved in 2000-2001 were as follows:

42% of pupils taking GCSE in mathematics gained a grade A-G

100% of pupils taking GCSE in science gained a grade A-G

GCSE point was 1

The school enters pupils for the following exams.

GCSE in Mathematics and science

Certificate of achievement in:

English

Mathematics

French

Physical Education

History

Design and technology

In addition pupils are entered for YAS Bronze award and a First Aid Certificate

Certificate of achievement

English:

50% gained level 3 with distinction

40% gained level 2 with merit

0% were ungraded

Mathematics

11% gained a Pass with distinction

55% gained a Pass with merit

33% gained a Pass

Science

50% gained a Pass with distinction

44% gained a Pass with merit

6% gained a Pass

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	7	4	1	0	0
Percentage	4	48	28	16	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	160
Number of full-time pupils known to be eligible for free school meals	44

English as an additional language	
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	8.96

Unauthorised absence

	%
School data	0.18

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	1
Indian	1
Pakistani	
Bangladeshi	
Chinese	1
White	155
Any other minority ethnic group	1

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	1
Other minority ethnic groups		

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: R – Y11

Total number of qualified teachers (FTE)	17.6
Number of pupils per qualified teacher	9.1
Average class size	11.4

FTE means full-time equivalent.

Education support staff: YR– Y13

Total number of education support staff	23
Total aggregate hours worked per week	612.9

Financial information

Financial year	2001/2002
	£
Total income	1055757
Total expenditure	1058702
Expenditure per pupil	6535
Balance brought forward from previous year	8147
Balance carried forward to next year	5202

Recruitment of teachers

Number of teachers who left the school during the last two years	2.2
Number of teachers appointed to the school during the last two years	2.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	4	2	0
My child is making good progress in school.	56	36	6	0	2
Behaviour in the school is good.	44	45	6	0	5
My child gets the right amount of work to do at home.	34	44	16	1	5
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	56	37	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	2	0	1
The school expects my child to work hard and achieve his or her best.	69	28	3	0	0
The school works closely with parents.	64	29	7	0	0
The school is well led and managed.	77	19	2	0	2
The school is helping my child become mature and responsible.	55	38	5	1	1
The school provides an interesting range of activities outside lessons.	59	34	0	1	6