

# INSPECTION REPORT

## **Glenwood School**

Benfleet, Essex

LEA area: Essex

Unique reference number: 115469

Headteacher: Mrs Judith Salter

Reporting inspector: Mr. C. A. Wonfor  
OIN: 17546

Dates of inspection: 25<sup>th</sup>–26<sup>th</sup> September 2000

Inspection number: 223664

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Special

School category: Community

Age range of pupils: 3 to 19  
Gender of pupils: Mixed

School address: Rushbottom Lane  
New Thundersley  
Benfleet  
Essex

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Alan Bennett

Date of previous inspection: 14 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Glenwood is a community special school maintained by Essex Local Education Authority. The school provides day provision for pupils with severe and profound learning difficulties, many of whom have additional and complex needs, including challenging behaviour. There are currently 74 pupils on roll from the ages of three to 19 years. They are taught in nine classes that correspond to their chronological age and their special educational needs. The school is situated in New Thundersley, Benfleet, a residential area of Essex. The majority of pupils attend the school from the Castle Point District, with the remainder coming from the neighbouring areas of the County of Essex or from the unitary authority of Southend. The number of pupils eligible for free school meals is just over 24 per cent, there are three pupils who have English as an additional language and all pupils have a completed statement of special educational needs before they are placed at the school.

### **HOW GOOD THE SCHOOL IS**

Glenwood is a very good school with many outstanding features. The quality of teaching is very good which creates a rich, stimulating learning environment where pupils of all abilities make very good progress in their learning. The school uses its funding and resources extremely well, providing excellent value for money.

#### **What the school does well**

- Leadership and management are outstanding and are central to the school's continuing success, as are the quality of relationships and teamwork throughout the school.
- The quality of teaching is very good and as a result pupils' learn very well and with enjoyment.
- The curriculum is very good and effectively provides for pupils' all round development.
- The management of challenging behaviour is outstanding and provides all pupils with the opportunity to learn and make progress.
- Pupils' attitudes to their work and their behaviour are excellent, as is the school's caring and supportive ethos.

#### **What could be improved**

- The standard of the school's accommodation, especially the adequate provision of toilets to ensure pupils' privacy and dignity is a serious concern to the school and has not significantly improved since the previous inspection.
- Continue to develop the role of curriculum leaders to include the monitoring of teaching and learning across the school.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has continued to make improvements since the last inspection in October 1996, despite changes to the headteacher, senior managers and teaching staff. It has maintained and in some cases improved pupils' high standards of progress, especially in literacy, while the management of challenging behaviour remains a strength. The school has addressed all the key issues raised in the previous report, for example, it has produced policies for special educational needs and collective worship, recording procedures have been much improved to clearly show pupils' progress, although this is still acknowledged as an area for development by the school. Although some of the accommodation has been improved, notably the changing facilities for the hydrotherapy pool, there are still great concerns over the standard of accommodation which need to be urgently resolved with the Local Education Authority. Nevertheless, school improvement has been very good and the school is very well placed to continue to make even further improvements in the areas of teaching and learning and leadership and management.

## STANDARDS

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

<b>Progress in:</b>	<b>by age 19</b>	<b>Key</b>	
Speaking and listening	A	very good	A
Reading	A	Good	B
Writing	A	Satisfactory	C
Mathematics	A	Unsatisfactory	D
Personal, social and health education	A	Poor	E
Other personal targets set at annual reviews or in IEPs*	A		

Pupils make very good progress throughout the school. By the age of 19, when they leave the school, pupils' learning is particularly effectively in English and mathematics. Pupils also make very good progress in their personal targets, including behaviour and personal, social and health education.

## PUPILS' ATTITUDES AND VALUES

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to their work, throughout the school, are excellent. Pupils of all ages work to their full potential, and this very positive approach helps them enjoy school and make the very best progress they can.
Behaviour, in and out of classrooms	Behaviour in class, around the school and on educational visits, is outstanding.
Personal development and	Pupils' personal development is excellent. Considerable opportunities are provided for pupils to make choices and take responsibility for

relationships	themselves wherever possible. The quality of relationships between all adults and pupils is also outstanding and a major strength of the school.
Attendance	Pupils' attendance is very good. Children thoroughly enjoy school and their parents confirm this.

Pupils of all ages are very motivated to learn and show high levels of interest. They concentrate well, listen carefully to their teachers, support staff and other adults. By the time they come to leave the school many pupils are confident young people who have developed their own views and opinions.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5	Aged 5-11	Aged 11-16	aged over 16
Lessons seen overall	Very good	Very good	Very good	Very 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.*

The quality of teaching is very good and as a result pupils listen carefully and learn with enthusiasm. All lessons observed were at least good or better, and 77 per cent were very good or outstanding. Basic skills, including literacy and numeracy are particularly well taught, and pupils who require additional help, for example sensory support are very well catered for by effective tasks that have been carefully chosen to match their needs. Strengths in teaching which contribute particularly well to pupils' learning are: teachers' knowledge of the subjects; excellent lesson planning that includes detailed individual learning targets; very effective use of resources; the brisk pace and variety of activities within lessons that maintains pupils' interest, and the quality of support staff.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. There are extremely detailed schemes of work which ensure pupils have good access to the full National Curriculum and include highly structured personal targets to develop their independence. Very good use is made of the local community to support pupils' learning, as is the use of visitors to enrich the curriculum.
Provision for pupils with English as an additional language	Good overall. Pupils receive the same detailed learning objectives as their peers while the school makes very effective use of support services such as, translators to communicate with parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils' spiritual development is very well planned and there is a very strong moral code that is appropriately linked to the school's excellent behaviour management procedures. There are many very good opportunities for pupils to develop their social skills for example, during break and lunch times. Pupils are developing a very good understanding of the beliefs and traditions of other cultures, including their own.
How well the school cares for its pupils	The school makes very good provision for pupils' health, safety and welfare. All staff are exceptionally sensitive to pupils' needs and work very hard to ensure they are very well cared for.

The school offers all pupils excellent individual support enabling them to develop as independent learners as quickly as possible. The curriculum covers all subjects and is taught in a relevant, exciting and stimulating way to meet the needs of pupils with severe learning difficulties. Great care is taken to link different subjects together enabling pupils to learn through their experiences and interests. Very careful monitoring of pupils' progress highlights individual strengths and areas for development, and excellent teamwork and personal support ensures pupils learn as effectively as they can. Above all, pupils enjoy being in school and this makes a very positive contribution to their success.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, together with her senior manager, provide excellent leadership and management. They are extremely well supported by skilful teachers, effective support staff and very efficient office staff, who fully complement the running of the school.
How well the governors fulfil their responsibilities	The governing body has developed into a highly effective and responsible group who meets its statutory responsibilities. Governors are critical, knowledgeable and enthusiastic friends of the school, who carefully and considerately monitor its work.
The school's evaluation of its performance	The headteacher, senior manager and all other staff undertake this responsibility very seriously. School targets and individual pupils' learning targets are regularly and thoroughly analysed in an effort to improve progress.
The strategic use of resources	The school uses its finances and staff very efficiently to maintain and improve standards. Support staff are utilised throughout the school to maximise their skills to the benefit of all pupils. All learning resources are thoughtfully purchased, linked to initiatives in the school development plan and carefully monitored to evaluate the effect on pupils' learning and standards.

The headteacher has a very clear vision of how to improve the school's standards even further and this is effectively shared with all staff and the governing body. The meticulous analysis of pupils' work provides very secure information for future developments, such as, improving pupils' access to information technology. The headteacher monitors and evaluates teaching and learning, while individual curriculum leaders track pupils' learning targets through teachers' planning and assessment. All staff know their pupils very well and they provide very high quality individual support to ensure they are happy and learn with enthusiasm. The school's finances are extremely well managed and spending decisions are carefully linked to improving standards and providing the best value for money at all times.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Extremely positive comments on the quality of the school's leadership and management.</li> <li>Parents feel that school staff offer excellent support, including, where necessary, visits to parents' homes.</li> <li>All staff have a very positive approach to their children, including those with extreme behavioural difficulties.</li> <li>Parents are regularly provided with detailed information on their child's progress, including excellent end of year reports.</li> <li>They concluded that links with parents are <i>excellent</i>.</li> </ul>	<ul style="list-style-type: none"> <li>A very small minority of parents were concerned about the amount of work pupils were expected to do at home and would also like to see more activities outside of lessons.</li> </ul>

The inspectors would endorse parents' extremely positive views of the school. The school has established excellent links with its parents and works very closely with them in an effective and productive partnership. No evidence was found to suggest that more work could be sent home, as detailed learning objectives are shared with parents and this includes work to do at home where it is deemed appropriate. Considering the difficulties encountered with pupils being transported to and from

school, it is very difficult for additional activities to take place outside lessons, however despite this, older pupils do participate in extra-curricular activities, which is to be commended.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Leadership and management are outstanding and are central to the school's continuing success, as are the quality of relationships and teamwork throughout the school.**

1. The quality of leadership shown by the headteacher is excellent and is a vital part of the school's continuing success. This is despite many changes to the teaching staff and her senior managers. Together, with the excellent support of her senior manager, teaching staff, governing body, and support and office staff, the school functions as a very effective, harmonious and happy establishment that provides very good learning opportunities for its pupils. Each member of staff has a clearly defined and important role to play in improving the educational opportunities for the pupils at Glenwood School. New teachers receive excellent support and comprehensive induction into the working life of the school. This ensures a continuity of approach to the teaching and support of pupils with severe learning difficulties. It also ensures all staff have a clear understanding of their role and their accountability to the headteacher. The headteacher, in turn, is answerable to a knowledgeable and very supportive governing body that fulfils its responsibilities very well. Members of the governing body have worked very hard, with the headteacher, to improve the monitoring of the school's work and the setting of challenging targets.

2. The headteacher and governing body have a very clear vision for the school. Since the last inspection they have considerably strengthened the few identified areas for development, such as improving aspects of the school's accommodation, notably changing facilities in the hydrotherapy pool, and the production of policies for special educational needs and collective worship. In addition, recording procedures have been much improved to clearly show pupils' progress, although this is still acknowledged by the school as a continuing area for development. Highly effective schemes of work have been written to provide all staff with a very supportive and consistent approach to planning the curriculum. The quality of teaching has remained very high, despite many changes to teaching staff and the quality of support offered to pupils with challenging behaviour is still outstanding.

3. The effective use of all staff, for the benefit of pupils' learning, is a high priority. For example, therapy staff support pupils' programmes to ensure their learning covers all aspects of their needs, such as mobility. In order to make the most efficient use of support staff, the senior manager asks, on a daily basis, if they are being fully utilised in their classes. If for any reason they are not, because a pupil may be absent, they are moved to another class to provide additional support. All staff give of their time and support wherever they can, for example, at lunchtime all staff support pupils' feeding programmes. This commitment to high quality teamwork by everyone connected with Glenwood School is exemplary.

4. At the centre of all decisions is the overwhelming desire to improve the quality of education for its pupils. Financial decisions are carefully considered by the headteacher and governing body and the best possible value for money is always sought. For example, the purchase of specific learning resources support pupils' learning, while larger equipment such as lifting hoists, aid pupils' independence programmes and also help support staff. The school has worked very hard to create a detailed and functional system to analyse pupils' achievements. In addition to the curriculum learning targets in pupils' individual education plans, additional plans are also written for their independence training, such as toileting and feeding programmes. For those pupils who require additional help for their challenging

behaviour, excellent support plans and procedures have been written to ensure they participate in their classes as fully as possible. The success of this programme is a significant strength of the school and one that is very much appreciated by parents.

**The quality of teaching is very good and as a result pupils' learn very well and with enjoyment.**

5. The quality of teaching throughout the school is very good. In all 22 lessons observed, teaching was at least good and in 77 per cent the quality of teaching was very good or outstanding. This is a very impressive standard of teaching.

6. Teachers obviously enjoy teaching and as a result they are confident, enthusiastic, have a very secure understanding of their pupils' needs and know how to get the very best from them. The teaching of basic skills, including literacy and numeracy, is particularly good and many opportunities are created during lessons to reinforce communication skills and basic number. Teachers use symbols, signing and an excellent range of learning resources very effectively, including some objects of reference that have been sent in from home by parents. Pupils respond very positively to this high standard of teaching and are enthusiastic, motivated and eager to learn. Pupils cannot wait to start their lessons. From the time they arrive at school on their buses they are keen to communicate with staff and start their work. Teachers have excellent relationships with their pupils and support staff and deeply care for their well being. Individual successes are always celebrated with the pupils themselves, the rest of the class and other adults. This inspires pupils and they constantly strive to improve, showing great determination and perseverance.

7. Teachers use very effective strategies to involve pupils as much as possible in their learning. For example, with the more able pupils teachers offer them choices and ask very appropriate questions that demand a full and detailed answer. In a post-16 class, pupils had to remember what ingredients they bought, at the supermarket the previous week for their food technology lesson, and why. For those pupils with more complex needs, teachers and support staff constantly talk to pupils fully explaining what they are doing and then carefully assess their response. For example, in a literacy lesson, a carefully chosen text, *The Farm Concert*, was supported by an excellent range of puppets and soft toys that matched the text, while one pupil operated a voice switch to represent the farmers voice. All staff carefully assessed each pupil's response to evaluate their understanding and enjoyment.

8. Another very good feature of teaching is the variety of activities that are planned to maintain pupils' interests and concentration. For example, in a literacy lesson, pupils were given very clear learning objectives relating to position and the use of prepositions. They then worked individually, or in small groups, with support staff on a number of related tasks to reinforce their learning. Teachers constantly check on pupils' progress throughout lessons and will often finish with a discussion to reinforce new learning or provide an opportunity for them to show their work to others. However, occasionally teachers do not allow sufficient time for pupils to answer the very good questions they have asked, and some questions are insufficiently challenging for the most able pupils in the group.

**The curriculum is very good and effectively provides for pupils' all round development.**

9. The school has carefully developed the teaching of literacy and numeracy through the National Strategies, and as a result every opportunity is taken to reinforce and develop pupils' communication and numeracy skills across the curriculum. For example, symbols and signing are used throughout the school and in each lesson every opportunity is taken to reinforce key words or number concepts.

10. A criticism of the previous report was the lack of emphasis on life skills for pupils at Key Stage 4 and post-16. Considerable developments to the 14 – 19 curriculum have been made, despite changes to staffing and this is now very effective. The work planned for pupils meets their individual needs very well. It is an appropriate balance between learning the correct skills they will need when they leave school such as communication, numeracy and information technology and the experience of working in a different environment, such as at the local college of further education.

11. The school has written very detailed and effective schemes of work for each subject, which have been approved by the governing body. These documents offer teachers very good support and guidance to ensure they plan work that is sufficiently supportive yet challenging for all pupils. They also provide excellent support for short, medium and long term planning. In addition to teachers' extremely detailed lesson plans, that include learning objectives established at annual reviews, are additional plans for pupils' independence training, such as physical programmes and where necessary behaviour management programmes. These ensure that the education pupils receive is not only appropriate to meet their academic needs but also their social and emotional needs.

12. This quality of curriculum planning and the accuracy of the assessment procedures ensure that pupils build upon their developing skills as they move through the school. For example, in a lesson with the oldest post-16 pupils, a supply teacher was able to provide pupils with a detailed summary of the previous lesson despite not having taught it herself. This ensured that the supply teacher was able to teach the lesson at the correct level for the pupils' abilities and ask accurate questions. This quality of planning and assessment not only inspires confidence in the pupils' themselves but has a positive impact on their learning as time is not wasted on inappropriate work.

**The management of challenging behaviour is outstanding and provides all pupils with the opportunity to learn and make progress.**

13. The management of pupils with severe and challenging behaviour is a strength of the school and one that has been acknowledged by parents. Considerable effort has been given to the planning of very detailed management programmes to ensure they fully participate in lessons as much as possible.

14. Planning for pupils with challenging behaviour covers all possible causes and outcomes. For example, it acknowledges events that may cause pupils' behaviour to become disruptive and suggests what action should be taken to support the pupil, without endangering themselves, staff or other pupils. All staff are extremely skilled in dealing with pupils who exhibit challenging behaviour. For example, teachers reassure other pupils and continue with their teaching to diffuse any disruption or anxiety. In addition, support staff carefully and patiently work with pupils enabling them to return to their lessons as quickly as possible. For example, in one lesson, when a pupil suddenly threw his learning resources across the classroom, the teacher continued with the lesson, reassuring a pupil who was upset by the incident, but with the total confidence that her support assistant was in complete control of the situation. The support assistant quickly and skilfully calmed the pupil down and he soon returned to his work, managing to complete the learning objectives set for him by the end of the lesson. This example clearly shows the confidence and trust staff have in each other to ensure teaching continues and pupils' learning is not disrupted.

**Pupils' attitudes to their work and their behaviour are excellent as is the school's caring and supportive ethos.**

15. Pupils and staff at Glenwood School work exceptionally well together and the quality of relationships are outstanding. Everyone who works or visits the school, teachers, support and office staff, therapists, parents and voluntary helpers are committed to improving the quality of pupils' education. Parents confirm that their children love coming to school and this is noticeable as soon as pupils arrive on their buses in the morning. Pupils smile, greet each other warmly and quickly go to their classrooms eager to start work. Pupils are made to feel very secure and are able to express their joy and concerns to staff who know them very well. Pupils' behaviour in class, around the school and especially when they are out of school on educational visits is excellent.

16. All staff highly value the contribution pupils make to the life of the school. Staff treat pupils with great respect and this is reciprocated by pupils who readily accept the challenges that are set for them. All staff care for the welfare of their pupils, they support, encourage, help and correct them without belittling them, enjoying their successes, however small they may be. Every effort is made to ensure that pupils' work is celebrated and shared. This creates a very stimulating and rich learning environment throughout the entire school. For example, art work is beautifully displayed on classroom walls and in corridors. Pupils' written work and the many photographs showing activities such as, swimming, food technology and physical education are also displayed with great care, for all to see and enjoy. Pupils' end of year reports are outstanding and have rightly been praised by parents and governors. Each report provides parents with a very clear written comment on their child's progress in all National Curriculum subjects and their independent and social development. In addition, each report contains a number of photographs showing pupils working in different subjects. This provides parents with a clear understanding of their children's achievements and is exemplary practice.

## **WHAT COULD BE IMPROVED**

**The standard of the school's accommodation, especially the adequate provision of toilets to ensure pupils' privacy and dignity is a serious concern to the school and has not significantly improved since the previous inspection.**

17. Accommodation was a key issue for action following the last inspection in 1996. Although some effective improvements have been made to the hydrotherapy pool's changing facilities and the school's front entrance, many other deficiencies have not been addressed and are in need of urgent attention. The deficiencies in accommodation not only affect pupils' dignity and well being, but they also have implications for health and safety. The school is managing to cope due to the higher numbers of ambulant pupils rather than non-ambulant. If more pupils with profound and multiple learning difficulties were to be admitted, the school would struggle to meet their independent learning needs due to the accommodation restrictions. Inspectors identified the following serious concerns:

- The toilet facilities for older pupils with profound and multiple learning difficulties are inadequate and are not private enough to enable male and female changing to take place simultaneously, if required. There are no sluice or shower facilities and there is insufficient space for support staff to move around the changing bench to support pupils' needs. The area is very cramped which restricts the use of a portable hoist to aid staff lifting heavy pupils without causing injury to themselves. In addition, the condition of the

temporary building where this class is situated does not make this a very pleasant working area for pupils or staff.

- Although facilities for Key Stage 4 and post-16 pupils are slightly more spacious, especially for those ambulant pupils, there are still serious concerns about the lack of space for pupils with more complex needs who require significant help with their toileting. Toilets and changing areas are very cramped, there is little privacy for pupils and the shape of the toilet area makes it very difficult for staff to use a lifting hoist.
- The toilet and changing facilities for younger pupils, including those with profound and multiple learning difficulties, are brighter and better suited to their needs. However, there is still little privacy for pupils and the shape of the toilets is not conducive to meet pupils' needs or numbers.
- Toilets for the ambulant pupils off the main corridor are separate but still cramped. They also contain a temporary changing bench which is fixed to the wall, but does not contain safety guards.

Other accommodation issues include:

- Many classrooms are very cramped which restricts the flexibility of grouping pupils, such as those in wheelchairs or with challenging behaviour. Although teachers constantly find creative and imaginative ways of working around these difficulties, it does restrict their use of strategies. For example, when dealing with challenging behaviour pupils do need to spend time away from their classroom and there are very few alternative places for them to work or calm down.
- Class 3 is very small and does not have any exterior opening windows. This situation has not changed since the previous inspection and is unacceptable. There are, however, plans to move this class by the end of the year.
- The hall is very attractive, but is also very small for physical activities and events such as concerts. Space is further restricted by the need to store learning resources and site the main library. This shortage of space makes it impossible for all pupils to eat together at lunchtimes. For example, many pupils have to stay in their classrooms to eat their lunch, while one class eats in the food technology room. This is unacceptable.
- There are no specialist rooms for soft play or practical subjects such as science, design and technology or art and craft activities. The food technology room is well used but the worktops are fixed which makes it very difficult for younger pupils and those in wheelchairs to make full use of the facilities. Adjustable tables would improve pupils' access and independence.
- Much of the accommodation is only accessible from outside and has no protection from the cold and wet. For example, classrooms for the oldest pupils are some distance from the main school and have no covered walkway to protect pupils or staff. Although the hydrotherapy pool and music room are relatively close to the main building, access can only be gained from outside. This makes it uncomfortable for pupils and staff leaving the warmth of the hydrotherapy pool to go outside into the cold, before returning to the warmth of their classrooms.

18. All these difficulties are compounded by the lack of adequate storage space for

essential items of equipment such as wheelchairs and standing frames. It must be stressed that all staff have worked extremely hard to overcome these difficulties and have managed to create a very stimulating environment for all pupils. The governing body has also made every effort to obtain improvements from the Local Education Authority but without success. This is due, in part to a review of special educational needs provision, conducted by the Local Education Authority. However, as this review is drawing to a close, it is essential that the Local Education Authority agree suitable plans with the governing body to address these deficiencies as a matter of urgency.

**Continue to develop the role of curriculum leaders to include the direct observation of teaching and pupils' learning across the school.**

19. The headteacher currently monitors the quality of teaching and pupils' learning in literacy very effectively throughout the school by visiting classrooms. Notes are written by the headteacher on her observations and these are shared with teachers afterwards. The headteacher has worked hard to create a supportive atmosphere where the strengths and weaknesses of classroom observations can be discussed openly and honestly with teachers. The curriculum leader for literacy also monitors the quality of pupils' learning by evaluating lesson plans, assessing pupils' work and talking to teachers. This process has supported teachers and has enabled the school to evaluate its implementation of the National Literacy Strategy. A similar procedure is planned for numeracy.

20. All curriculum leaders currently monitor their subjects very well by collating and evaluating teachers' planning and pupils' work across the school. In addition, curriculum leaders have started to produce written development plans for the headteacher and governing body, that clearly outline areas for development in their subjects. These plans also include bids to develop learning resources and inservice training for teachers. These arrangements operate very well and provide curriculum leaders with the opportunity to develop their subjects throughout the school. For example, although information technology is well taught across the school, a finding the inspection would endorse, it has been identified in the school development plan that it is not as accessible to all pupils as other subjects are. As a result, the curriculum leader for information technology has prepared a detailed plan that contains specific targets to improve access for all pupils, such as switch devices.

21. The headteacher has consulted with staff, the governing body and parents to produce a detailed school development plan with very clear targets for future developments. This includes extending opportunities for curriculum leaders to monitor the quality of teaching and pupils' learning through classroom observations. Funds have also been made available from the school's contingency fund to provide support this initiative. This is a very good development and once implemented should further enhance the overall quality of teaching and pupils' learning.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

22. In order to maintain its strengths and develop the areas for improvement identified in the inspection, the headteacher, school staff and governing body should:

(1) Together with the Local Education Authority draw up plans, as quickly as possible, to improve the deficiencies with the school's accommodation.

(Paragraphs: 2, 17)

(2) Implement the plans to enable curriculum leaders to visit classrooms to monitor the quality of teaching and pupils' learning across all subjects and throughout the school.

(Paragraphs: 19, 20, 21)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	63	23	0	0	0	0

The table gives the **percentage** of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	74
Number of full-time pupils eligible for free school meals	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.8	School data	0

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

### **Attainment at the end of key stages**

As expected in a school for pupils with severe learning difficulties, no pupils reached the reported levels of attainment in last year's National Curriculum assessments.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	71
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y13**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	5.69
Average class size	8.22

#### **Education support staff: YR – Year 13**

Total number of education support staff	22
Total aggregate hours worked per week	513

### **Financial information**

Financial year	1999/2000
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	£
Total income	769 078
Total expenditure	790 035
Expenditure per pupil	10 823
Balance brought forward from previous year	105 942
Balance carried forward to next year	84 985

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	26

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	0	0	0
My child is making good progress in school.	54	38	4	0	4
Behaviour in the school is good.	46	46	0	0	8
My child gets the right amount of work to do at home.	38	13	19	6	25
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	69	27	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	15	0	4	0
The school expects my child to work hard and achieve his or her best.	56	36	0	0	8
The school works closely with parents.	62	31	0	0	8
The school is well led and managed.	68	28	0	0	4
The school is helping my child become mature and responsible.	50	38	8	4	0
The school provides an interesting range of activities outside lessons.	33	33	19	5	10