

INSPECTION REPORT

CALDECOTT FOUNDATION SCHOOL

Smeeth, Ashford

LEA area: Kent

Unique reference number: 119027

Headteacher: Valerie Miller

Lead inspector: Mr George Derby

Dates of inspection: 3 – 5 May 2005

Inspection number: 274181

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:	Non-maintained residential special school
Age range of pupils:	5 – 16 years
Gender of pupils:	Mixed
Number on roll:	41
School address:	Station Road Smeeth Ashford Kent
Postcode:	TN25 6PW
Telephone number:	01303 815665
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Appropriate authority:	The governing body
Name of chair of governors:	Angus Fraser
Date of previous inspection:	November 1999

CHARACTERISTICS OF THE SCHOOL

Caldecott is a non-maintained residential special school for up to 64 pupils (boys and girls). Almost all pupils are residential on a seven day, 52 week basis. The school began to admit day pupils a year ago and there are now four on roll. The school supports staff and pupils through its therapeutic (psychodynamic) approach. It draws its pupils from the whole of the country. Pupils placed at the school are considerably emotionally damaged and/or are challenging children; many have suffered physical and emotional abuse in their early childhood. All have social, emotional and behavioural difficulties and most have been unable to be educated in local mainstream schools. Many have been permanently excluded from these schools or have had poor attendance. Nearly all the pupils are in the care of the local authority and reside in one of the seven Foundation homes, on or near the school site. All the Caldecott group homes are registered as children's homes and are inspected under the Commission for Social Care Inspection (CSCI) arrangements.

There are three times as many boys as girls, which is usual for this type of school. Pupils normally stay a maximum of three years before transferring to mainstream or special school. There are eight classes. The way the school organises its classes means that there are pupils from a wide age range in each class. There are three departments; nurture (Years 3-7), Middle (Years 6-8) and Secondary (Years 7 to 9). The latter department operates as a secondary school would, with pupils moving rooms for each lesson and taught by a specialist teacher. The former groups of pupils are taught by one teacher and stay in their class base. One other class, new last September, offers assessment places away from the main school; it is part of the residential accommodation. Currently, there are three pupils in this class, Year 7, Year 8 and Year 10.

All but three children are from white backgrounds and the remainder are from mixed African or Caribbean backgrounds. Many children are from socially disadvantaged backgrounds. No pupils are learning English as an additional language. Pupils' attainment on entry to the school is below average for their ages and some have additional learning difficulties. The school received the Eco School Bronze Award in 2004. The school moved into a new purpose built accommodation in 2003 and a new sports/assembly hall is being constructed at present.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25349	George Derby	Lead inspector	Information and communication technology Art and design Design and technology
14032	Marion Saunders	Lay inspector	
20444	David Hughes	Team inspector	Science Geography Physical education Residential provision
10099	Sue Lewis	Team inspector	English Italian Music Special educational needs
27243	Ian Tatchell	Team inspector	Mathematics History Religious education Personal, social and health education and citizenship

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school which provides a satisfactory standard of education for its pupils but, nevertheless, has serious weaknesses in the management, learning and achievement of pupils. Its effectiveness therefore, is unsatisfactory. Although the quality of the teaching is satisfactory, learning is unsatisfactory because not enough is done by the school to ensure that pupils attend regularly or stay in lessons. Achievement overall is unsatisfactory, especially for the more able pupils. The leadership by the headteacher is satisfactory and she is working hard to improve matters. However, leadership and management are unsatisfactory overall. Senior staff do not sufficiently undertake their strategic responsibilities nor support the work of the headteacher adequately. Value for money in this school, where the fees are exceptionally high, is unsatisfactory.

The school's main strengths and weaknesses are:

- The relationships between pupils and adults are very good; the pupils trust the staff implicitly and there is a high level of care and concern for meeting pupils' personal needs.
- Pupils enjoy living in the Caldecott Community.
- Support for pupils' self-expression and their reading is good; they achieve well in these areas.
- The quality of teaching and learning in music is exceptional; pupils who take little part in other lessons are often fully involved in their music lessons.
- Pupils are prepared well for major challenges which face them such as work experience, mainstream school transfer, and award bearing activities (National Skills Profile work).
- Insufficient emphasis is placed on pupils' learning and overall pupils do not achieve enough; this is especially the case for more able pupils and those of secondary age.
- Leadership and management at a senior and middle management level are unsatisfactory; while there is a vision for the school, there is insufficient emphasis on how this will be achieved and the contribution that all managers can make.
- Not enough support is given to pupils to help them improve their behaviour, take responsibility, or deal with their emotional needs.
- Links between all parts of the organisation to support pupils are insufficiently strong, although they are improving.

Improvement since the inspection in 1999 has been unsatisfactory. Teaching and the curriculum are better but there are still weaknesses in provision for secondary age pupils. Pupils' additional needs are supported adequately, although the focus on these is often too narrow. Restraint procedures have improved well. However, the pupils' achievement was satisfactory at the time of the last inspection and is now unsatisfactory overall. There is still not enough of a consistent approach as to whether pupils attend school, although the support for homework is better. The new director is demonstrating a very good capacity to improve the organisation and school.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	Subjects of the curriculum	personal and social education
Year 6	satisfactory	satisfactory
Year 9	unsatisfactory	satisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Overall, pupils' achievements are unsatisfactory. Although these are mostly satisfactory for pupils in the nurture and middle departments, they are unsatisfactory for those in the secondary department. Some unsatisfactory teaching and a limited curriculum contribute to weakness in the progress of secondary pupils. In addition, across the school too many pupils arrive late, leave lessons early or do not arrive at school at all which affects their progress. Not enough work is matched to pupils' needs and this is why the more able pupils do not do as well as they could. Progress in English is satisfactory and in mathematics it is good overall, although only satisfactory for secondary age pupils. In science it is satisfactory overall but is unsatisfactory for secondary pupils taught in middle department classes; these pupils have very little time to learn the subject.

Some aspects of subjects are not taught and pupils are unable to make progress in these. Achievement in ICT is unsatisfactory; the lack of a programme that builds sufficiently on pupils' prior learning and the lack of its use across the curriculum and in the group homes means that pupils do not have enough opportunity to learn. Achievement in religious education is good. In personal, social and health education it is satisfactory.

Pupils' attitudes to work are satisfactory overall, although a small number of pupils spoil things for the others. Overall, because of the number of behavioural outbursts which are not always dealt with effectively and the lack of consistent support to help pupils improve their behaviour, behaviour is unsatisfactory. Attendance is unsatisfactory, as is punctuality to school and lessons. **The pupils' personal development** is supported adequately by a range of staff, including residential staff, and as a result, **their spiritual, moral, social and cultural development is satisfactory.**

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching is satisfactory. However, learning is unsatisfactory, mostly because of pupils' absence from lessons or because pupils' learning is disrupted. Teaching is generally good for the youngest pupils in nurture and middle department and is satisfactory for the remainder. A few teachers are newly qualified and very inexperienced, but they manage their classes well and have high expectations of pupils' behaviour. Overall though, insistence on high standards of behaviour is not good enough because there is no consistent system to deal with this. A few lessons were unsatisfactory because lessons were inadequately planned or failed to challenge the more able pupils. Work for older pupils is not always specifically tailored for their needs. Although the curriculum is satisfactory overall, not all pupils have an equal opportunity to learn. Support for personal development and care overall is satisfactory, with good procedures for child protection and welfare of pupils. Health and safety are unsatisfactory, however. Links with parents, the community and other schools are sound.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. Work of the recently re-constituted governing body is satisfactory. The headteacher has a sound view of where the school needs to improve but has not always been supported by the management at the top level in the organisation. This is now improving and the new director has a very clear view of how things need to change and how to get there. Teamwork across the Foundation, to meet all the needs of pupils, is better but still has some way to go. Leadership by key staff in the school is unsatisfactory. The headteacher is not always supported at a senior level in school and some members of the team have too little to do while others have too much and not enough time. Overall, management, which includes strategic planning, is unsatisfactory. Co-ordinators' roles in monitoring provision are also limited; they have not had enough of a role in checking on the quality of teaching in their subjects. Governors are committed to the school and give good support. The new chair is beginning to give the governors the direction they need but they are not yet able to act as critical friends to the management team. They do not yet fully meet their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and carers have satisfactory views of the school. Pupils like their school and community, although some do not like the behaviour of others. Inspectors found behaviour was a concern.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Improve leadership and management at all levels.
- Support pupils effectively to help them manage their own behaviour.
- Improve learning by giving attention to the best ways pupils learn, improving planning to meet all pupils' needs and ensuring that pupils are present in lessons.
- Improve pupils' achievement where this is unsatisfactory, particularly ensuring that pupils' ICT skills are supported and developed in school and in the residences.
- Ensure that all parts of the organisation work together to fully meet pupils' needs.

and to ensure that statutory requirements are met,

- Ensure effective monitoring of health and safety and ensure issues are quickly resolved.
- Provide the full National Curriculum in line with pupils' Statements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils' academic achievements are unsatisfactory. Standards in all subjects are below what they should be for the pupils' ages, with the exception of some individual pupils across the school where they are nearer to those expected for the pupils' ages.

Main strengths and weaknesses

- While many achieve adequately and achievement is satisfactory in the nurture and middle departments, achievement in the secondary department and for some secondary aged pupils in the middle department is unsatisfactory.
- Achievement in subjects is too uneven, although it is sound or good in some.
- The school does not use its position as a residential school to plan and build on pupils' learning and achievements over the 24 hours the pupils are resident each day; this is unsatisfactory.

Commentary

1. Good teaching and a soundly planned curriculum are the main reasons that the youngest pupils in the nurture department and most of those in the middle department classes make reasonable progress. There are still difficulties with some pupils who abscond and whose attendance to lessons is poor. For those pupils their achievement is unsatisfactory; this is the reason why the pupils' achievements in these departments are not better than satisfactory overall. By and large, the pupils work hard and staff expect a great deal from them. Many staff have set up their own reward and sanctions scheme and see the benefits of positively praising and rewarding good behaviour. This makes for largely settled lessons, with pupils who want to learn; because teachers' planning is generally good and meets the needs and interests of pupils, their work builds satisfactorily on the skills they have learned before.
2. There are weaknesses in the curriculum provided for the pupils in the middle department who are of secondary age. While in English and mathematics, the work is adapted appropriately and topics from the secondary programme are occasionally included, in science it insufficiently challenges the pupils because it is not broad enough. This results in the pupils' progress being unsatisfactory. As with ICT, not enough time is devoted to the study of science and the pupils work at a lower level than they are capable of. Pupils are unable to make any progress in a modern foreign language, as this is not taught in the middle department, although Italian is taught to secondary aged pupils in the secondary department.
3. Pupils in the secondary department make unsatisfactory progress. This is often related to the management of pupils' difficult behaviour, the negative impact of this on other pupils' learning and the ease with which pupils can leave lessons and abscond. In addition, some teaching is unsatisfactory. Pupils' learning in this department is unsatisfactory because of all of this and therefore, their achievement is also unsatisfactory. Some pupils' attendance is erratic and they find it difficult to build on previous learning because there are so many gaps. There are weaknesses in the curriculum which mean that aspects of design and technology are not taught, that history has not been taught since last September. Not all aspects of physical education can be continuously taught (because of a lack of facilities), although the school makes good use of offsite accommodation. This has an impact in limiting pupils' achievements in this department but also for the secondary aged pupils in the middle department.
4. Achievement in English is satisfactory, although there are too few opportunities for developing writing skills. Achievement in this aspect is satisfactory but there is good achievement in reading and speaking and listening. In mathematics, the pupils' achievement is good because of the way that staff use the structure of the National Numeracy Strategy. However,

achievement in the secondary department is only just satisfactory. Many disruptions to lessons and weaknesses in pupil management contribute to this judgement. However, pupils do have opportunities to catch up with their work in subsequent lessons. Achievement in science is satisfactory, although it is unsatisfactory for the secondary aged pupils taught in the middle department. Not enough time is spent on learning ICT, planning is inconsistent and there is little use of ICT in other subjects to support pupils' learning and achievement. Overall, the pupils' achievement is unsatisfactory. Achievement in religious education is good. The work is interesting and captures pupils' imaginations.

5. The opportunities the school has to enhance learning through its context of being a residential school are limited. Not enough emphasis is placed on the opportunities that can be provided through a '24 hour residential curriculum'. This is beginning to improve but there is still much to be done to ensure that all pupils', both day and residential, can benefit from being placed in such an establishment.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes toward school and their lessons are satisfactory. Pupils' personal development, including their social, moral, spiritual and cultural development is satisfactory. Behaviour, attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- The school's ways of dealing with pupils' behaviour are not clearly defined and, as a result, there are inconsistencies in the management of unsatisfactory behaviour of a significant minority of pupils.
- There are no clear systems for monitoring individual pupils' attendance in individual lessons.
- Pupils are developing a good understanding of their own and other cultural traditions.
- The school works hard to successfully promote good relationships.
- Pupils are not encouraged to take enough responsibility for their learning.

Commentary

6. The majority of pupils like school and enjoy their lessons, although they often find the demand to concentrate for long periods quite difficult. Overall, the attitudes of pupils, when in lessons, are satisfactory. When work is interesting and challenging pupils often respond well. This was displayed in a music lesson on the last day of the inspection. Some of the pupils had consistently displayed disruptive behaviour or a reluctance to participate in lessons with others over the course of the inspection. However, the attitudes and behaviour of the pupils in that demanding but exciting lesson were excellent.
7. Outbursts of difficult behaviour occur regularly in school and are not always managed well by staff. This disrupts the learning of others and affects the achievements of pupils. Learning to manage their own behaviour is a significant issue for the majority of pupils at the school. However, the school does not have a clear behaviour strategy in order to help them to do this. A list of sanctions exists, but there is no consistent reward system in place to acknowledge pupils' efforts to improve and to behave well. In fact, the school's original philosophy of not using a reward system (in line with its therapeutic approach) is no longer fully adhered to. Now that the Foundation's aims and values are becoming much clearer, a system of rewards is developing across the whole Foundation. However, this is in an ad hoc manner. The pupils do not sufficiently know where they need to improve or what to do about their behaviour.
8. For the majority of the pupils who are in residence, there is a detailed 'twenty-four hour behaviour plan', but, surprisingly, this does not cover the period during the school day. Individual education plans (IEP) include a behaviour target and pupils' 'pen pictures' provide some guidance. However, there is not the precise level of detail required to ensure the consistent management of the pupils.

9. Since the last inspection there has been a significant improvement in the reporting and recording of both restraint and general incidents. These are now analysed and used to understand potential triggers for poor behaviour. The school has also recently started to analyse the many incidences of violence toward staff and encourage consistent reporting. All staff have received training in the positive management of challenging behaviour and restraint training. A good feature is the clearly specified method of restraint to be used for each child. This is described in their pen picture.
10. No formal exclusions were recorded during the reporting year but there have been two formal exclusions during the current school year.
11. The school does not have a clear exclusions policy that lays out the grounds for exclusion and explains the agreed mechanism for appeal against exclusion. There is lack of clarity over the status of pupils (as to whether they are formally 'excluded') who return to their group home during the day because of unmanageable behaviour in school, or for day pupils when carers are requested to collect them from school during the school day. This is unsatisfactory. Although these 'informal' methods are used they, nevertheless, serve to exclude pupils from school.
12. Pupils are developing a good understanding of how people in other cultures live. Religious education (RE) lessons make a significant contribution to this. In many RE lessons, pupils are well motivated and are able to discuss the differences between various rituals within different faiths; for example, the differences and similarities between the rituals of a Jewish and Hindu wedding. Good use is made of the weekly assembly to explore themes related to pupils' personal development, for example 'the right to be different' linked to politics, religion and football. A very good assembly during the inspection focused on 'respect for older people'. The whole class was involved in a 'rap' poem, demonstrating that they could work well together in such motivating situations. Pupils spoke movingly of their 'group grannies', who were in the audience and the assembly made a good contribution to pupils' spiritual, moral and social development. Whilst there are significant opportunities for pupils' personal development in the group homes, these are not yet fully embedded in the school day. Lunchtime for the day pupils, for example, does not provide the same opportunities as for those pupils returning to their group homes.
13. Relationships throughout the school are good, and between adults and pupils they are very good. Through personal, social and health education lessons (PSHE) pupils are encouraged to be aware of the needs of others. The very high adult-pupil ratio provides good role modelling for pupils alongside the very strong ethos of valuing each individual. The school actively promotes racial harmony.
14. There are currently few opportunities for pupils to participate in decision making within the school or to share responsibility for activities. There is a newly formed school council, which has met once. In lessons, pupils are very dependent upon the high number of adults and in some cases the level of adult supervision prevents pupils from developing their independent learning skills. There are few opportunities for pupils to work collaboratively.

Attendance

Attendance in the latest complete reporting year 2004 (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	6.1
National data	N/A	National data	N/A

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

15. Pupils' attendance at school is unsatisfactory, as it was at the last inspection. Pupils do not always arrive at school in good time at the start of the school day. There is a high level of authorised absence, some for reasons of therapy or medical appointments. However, absence from individual classes is very high, with a significant number of pupils being out of class for either the whole, or a major part of a lesson. Some pupils are returned to their group home for part of the day or simply absent themselves. While the monitoring of pupils' attendance at the start of the school day is satisfactory, there is no formal monitoring of individual pupils' attendance at each lesson. The attendance figures recorded are, therefore, not a fully accurate picture of pupils' actual attendance. A check during the inspection revealed that only 77 per cent of pupils were attending lessons. The regular loss of lesson time for some pupils has a significant impact on their learning and achievement.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The quality of the teaching is satisfactory but learning is unsatisfactory. Although the curriculum is satisfactory overall, not all pupils have an equal opportunity to learn. Support for personal development and care is satisfactory, with good procedures for child protection and welfare of pupils. Health and safety provision is unsatisfactory, however. Links with parents, the community and other schools are sound.

Teaching and learning

The quality of teaching is satisfactory. However, pupils' learning overall, is unsatisfactory. Assessment of the pupils' skills, knowledge and understanding is satisfactory.

Main strengths and weaknesses

- The teaching by some of the newest teachers in the school is a strength.
- The activities and approaches in the nurture and middle departments motivate pupils well; these are often dull in the secondary department.
- The role of teaching assistants in the secondary department is unclear and some staff offer little support; as a result the work of teaching assistants is unsatisfactory in this department.
- Not enough is done to ensure that pupils stay in lessons and gain the maximum benefit from the opportunities provided; this is largely why learning is less than satisfactory.

Commentary

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3(7%)	9 (19%)	20 (42%)	12 (25%)	4 (8%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. The quality of teaching is similar to that seen in the last inspection. In addition, the strengths and weaknesses of teaching are also similar. In seven tenths of lessons, the quality of teaching is good or better. The pupils' learning is slightly less good in these lessons (just over six tenths are good or better) because some pupils disrupt the learning of other pupils, despite the best efforts of the teacher. The headteacher has made some good staff appointments over the past year, two of whom have recently qualified as teachers. The quality of teaching by the newest teachers is a strength of the school. The quality of teaching in the nurture and middle departments is good and it is satisfactory overall in the secondary department. However, here, strengths only just outweigh weaknesses.
17. Although more lessons were seen, in only 48 lessons could a judgement be made on the quality of teaching. In another five lessons, the pupils were not present because they had

already left the lesson, left the lesson soon after the inspector arrived or had not arrived at all. In these lessons the quality of learning was judged to be very poor because if pupils are not in lessons they are unable to learn. In four lessons, the teaching was unsatisfactory. Here the teaching failed to interest and involve the pupils, did not deal with pupils' difficult behaviour adequately, was not planned to meet the needs of the different pupils in the class or failed to challenge the most able pupils. Some of these traits were also seen in a few lessons which were judged to be satisfactory.

18. Teaching assistants in the nurture and middle departments generally support pupils well, often knowing when to give help and when to stand back, affording pupils maximum independence. They are carefully guided by the teacher and are clear about their roles. Most use their initiative well and take action if they see that a pupil needs help. They are skilled in managing pupils' behaviour. By contrast, in the secondary department, and occasionally in the middle department, the quality of support is much more variable and sometimes poor. Some teachers do not understand that support staff have an important integral role in pupils' learning and regard them as there to 'police' pupils. This leads to some teachers abdicating responsibility for managing pupils' behaviour. In addition, support staff are not given adequate direction and are not clear about their roles. At times, some teaching assistants did nothing and sat and ignored the pupils around them who needed help. On one occasion a teaching assistant occupied himself, carrying out work which was nothing to do with the lesson.
19. Overall, the way that pupils' behaviour is dealt with is inconsistent and is unsatisfactory. This is mostly related to a lack of a clear direction from the senior management team rather than staff's inability to manage pupils per se. The school has no consistent system to help pupils to improve. Some teachers have well defined procedures where pupils gain rewards for their behaviour and are clear what their teachers expect. This is particularly the case in the nurture department. Pupils still have difficulties because of their particular problems; nevertheless, these are dealt with sensitively but firmly. On the other hand, there are classes, such as those in the secondary department, where there is little emphasis on identifying what good behaviour is expected and in dealing with difficult behaviour when it happens. Too often, staff take few steps to help pupils and it is too easy for pupils to abscond from lessons.
20. Difficult behaviour often occurs early in lessons. This is because the starts of these lessons do not grab the pupils' interests and are often slow to get going because of pupils' late arrival. In the secondary department, although teachers' subject knowledge and knowledge of the pupils' special educational needs is satisfactory, there are too few ways of presenting information to pupils and virtually no use of ICT to support teaching or learning. Work does not always match the needs of pupils and fails to challenge higher attaining pupils sufficiently. By contrast, teachers in the nurture and middle departments mostly work hard to provide a wide variety of experiences and often take account of the best ways the pupils' learn. They give pupils every encouragement and the pupils try hard as a result. Collaborative work is encouraged and planned for, while in the secondary department all pupils generally work separately with very little opportunity to work together in a collaborative manner. On the whole, lessons provide little opportunity for pupils to reflect on what they have learned or to review how they have behaved.
21. The assessment and monitoring of pupils' progress is satisfactory overall. However, the use of information gained from assessment is highly variable and is only just satisfactory. Assessment practices have been strengthened recently by the introduction of individual folders for pupils and regular gathering of information for these for 'core subjects' (English, mathematics, and science). This enables the co-ordinators in these subjects and the teachers themselves to have a much clearer picture of what pupils are learning over time. In other subjects too little information is kept or there are not clear assessment and monitoring systems in place. Assessment and monitoring practice is strongest for the youngest pupils. Staff in the nurture classes and middle department generally use information they have gained well to plan their lessons and to think about how they will adapt these to meet the differing needs of the pupils in their classes. In the secondary department, and sometimes elsewhere, too many lessons are not planned specifically with the individual pupils' need in mind,

although this is better in English and mathematics. Throughout the school there is no systematic approach to involving pupils in evaluating their own learning and setting their own targets. Some teachers use praise and marking well to do this. Others use the plenary sessions and introductions well. Some do this very little. However, it is not consistent enough and some pupils do not know their own targets either for individual lessons or for their individual education plans. The school's assessment centre, and the special educational needs department, contributes well to an understanding of pupils' needs and to their programmes. However, there are some limitations in the range of procedures used. A review of assessments and their purpose to ensure all aspects of pupils' special educational needs are monitored and addressed is recognised as necessary.

The curriculum

The quality and range of learning opportunities provided for pupils are just satisfactory overall. These are good for pupils in Years 1 to 6 but unsatisfactory for pupils in Year 7 to 9. Opportunities for enrichment are satisfactory as are the accommodation and resources.

Main strengths and weaknesses

- The school has responded to the issue in the last inspection and has increased the teaching time for all pupils.
- Not all pupils have adequate time for learning some subjects and some aspects of subjects are not taught; not all have an equal opportunity to learn because of the way classes are organised.
- Teachers and learning assistants take every opportunity in lessons to further pupils' personal and social development and prepare and support them well when moving on.
- Subject planning is developing appropriately, although some plans still fail to include all aspects of the National Curriculum.
- The accommodation has a good range of specialist rooms, although not all are used and the design does not aid the management of pupils; the strengths of the accommodation only just outweigh the weaknesses.
- Staffing levels are exceptionally high, although not all staff are adequately deployed.

Commentary

22. Time for learning has significantly increased since the last inspection, although it is still slightly below recommendations when time for assembly and clubs during the day is taken into account. The school provides a broad and relevant curriculum enabling the majority of pupils to take advantage of the learning opportunities presented during the school day and outside lessons. The pupils are taught most subjects of the National Curriculum together with religious education and personal, social and health education. The curriculum develops in pupils a desire to learn and mostly ensures their special educational needs are adequately met. This is mainly through the support provided by the special educational needs department which focuses mainly on reading and numeracy. The wider aspects of pupils' special educational needs have significantly less emphasis in the work of the department and not all teachers take account of pupils' learning needs when planning their subjects and lessons, especially for secondary aged pupils. Aspects of design and technology in the secondary department are not taught and secondary aged pupils in the middle department are not taught a modern foreign language. History has not been taught in the secondary department until recently. Consequently, not all pupils have equal access to a full curriculum which meets their needs. In addition, the school does not fulfil pupils' Statement of Special Educational Need in providing the full National Curriculum for secondary aged pupils, although this is good for primary aged pupils. A good range of interesting subjects and an interesting and challenging curriculum is provided for pupils of this age.
23. The school and the group homes review and modify pupils' targets in the light of their educational and social progress and plan appropriate curricular opportunities to maximise learning. There are long and medium term plans in place for all subjects and some subjects such as history and religious education are taught on a modular basis, an approach that ensures pupils' knowledge and skills are built on and considered throughout the year. The

detail in these plans is variable, however, and ICT for instance, lacks the detail to help pupils build on what they have learned previously. There is a satisfactory, new and distinct cycle of topics which is monitored carefully to ensure all pupils receive an appropriate curriculum and that work is not repeated.

24. The curriculum is socially inclusive with some extra curricular activities that enable pupils to enrich their experiences beyond lessons. These include some residential opportunities away from school and the Caldecott Community and the occasional sporting fixture with another school. The curriculum is further enhanced by contributions from individuals and groups outside the school. However, there are no clubs at lunchtime and after school, although there are clubs on Friday afternoon during school time. This reduces the overall time the pupils have to learn although it does provide an opportunity for pupils to choose an activity, meet and work on a project together. Day and residential pupils say they miss being with their friends at lunchtime and not having an opportunity to enjoy an activity together.
25. The curriculum is further enhanced and supported by visits from linked professionals such as educational psychologists, therapeutic staff and the residential staff in the care homes.
26. The school's provision for pupils' personal, social and health development makes a good contribution to pupils' education. This provision results in very good relationships between staff and pupils. It is much wider than the planned, taught educational programme for PHSE and citizenship and embodies all that is done in therapy, in residence and with the group home teams. Pupils respond well to the positive and nurturing atmosphere of the school which allows them to develop confidence and self-esteem to become happier and more assured. Support for transfer to new classes or establishments such as mainstream school are good. The new school council has made a start in enhancing pupils' self-esteem, enabling pupils to understand that they can become contributors to the community by their involvement in a democratic forum. However, although improving with better communication and support from care staff, there is no overall '24 hour' curriculum for pupils that ensures pupils receive maximum benefit from being educated in a residential school.
27. The school offers a reasonable range of award bearing courses for older pupils. Although there are no Year 10 and 11 pupils in the main school currently GCSE and Entry Level are offered. Every secondary pupil has the opportunity to achieve a National Skills Profile (NSP) qualification on completion of selected course modules such as catering. This is a strength. The school is building a new sports hall and horticultural unit, which when complete, should further pupils' vocational opportunities.
28. Although a programme for work related learning has not yet been developed, and this is a weakness, the school provides for pupils in Year 9 to undertake work placements within the Caldecott Foundation and students work towards accreditation in nationally recognised courses which include 'Practical Work Skills' and work experience. The co-ordinator has adequate plans for the development of work related learning ready to implement as students grow older.
29. The school is housed in a new purpose built block which, externally, is rather stark and uninviting. The school site is large but very open. Although meeting the needs of the curriculum in most respects, it is still under development and has some unsuitable features. There is no suitable area where pupils who need sanctuary or a 'time out' can go. Classrooms are spacious and light with adequate facilities and storage in each room. Most classrooms have doors that lead directly outside and pupils are able to run away easily. Until the building of the sports hall is completed facilities for physical education are unsatisfactory; there are very few. Offsite facilities are used well to support physical education, however. Other specialist facilities, such as the resistant materials workshop and the library, without books or shelving, are not sufficiently used. The ICT suite, although spacious, is not adequately designed for the needs of the pupils. The large grounds are bare and limited at present, although they do include a good 'wetlands' area and horticultural garden. The school has suitable plans to improve the outdoor facilities. Those facilities that are available in the

residential parts of the Foundation are inaccessible to the school. Resources match the needs of the National Curriculum, but are sometimes underused in lessons and are not always readily accessible and available.

30. Thirty seven staff are appointed to support the 41 pupils. Even so, some staff are inappropriately used both in lessons and with regard to the nature of their responsibilities. The match between teachers and their curriculum responsibilities is good but some newly qualified and inexperienced teachers have too much responsibility, with a lack of qualification and expertise in the field of special educational needs. Newly qualified teachers have subject responsibilities. Although they are approaching these with enthusiasm such responsibilities are inappropriate. There is an adequate induction system for newly appointed teachers and opportunities for training are satisfactory.

Care, guidance and support

Provision for pupils care, welfare, health and safety is satisfactory overall. Provision of support, advice and guidance based on monitoring of their progress is satisfactory. Pupils' involvement in the school's work is satisfactory.

Main strengths and weaknesses

- Health and safety procedures are unsatisfactory.
- There are very good and trusting relationships between pupils and adults in the school.
- Monitoring of pupils' personal development is good.
- There are good induction arrangements for pupils joining the school.
- There is now better communication between group homes and school, although the links are still insufficiently strong in supporting pupils' achievement and improving their behaviour.

Commentary

31. While the school provides a good emotionally secure environment for pupils, greater attention is required in assessing the risk of the significant challenges posed by the school site. The new chair has recently set up a series of committees under the re-constituted governing body and governors are generally providing good support on health and safety matters. They have been particularly concerned over site security. However, there are few clear guidelines for staff about what behaviour is permitted by pupils across the site. This leads to unacceptable risks to pupils occurring in full sight of adults, as witnessed during the inspection. A significant amount of work has been undertaken in relation to the risk assessment of violence toward staff and pupils, which is positive, and there are good risk assessments for individual pupils when going on school visits.
32. A significant strength of the school is the quality of relationships between pupils and adults. Pupils have high regard for their teachers and the support staff, and feel well supported by the care staff in the group homes.
33. At the time of the last inspection, links between educational provision and residential units (group homes) were unsatisfactory. This was the main priority for school improvement. Although 'separateness' is still apparent, and the school did not regard itself as a residential school at the start of this inspection, communication has improved and clear messages about pupils' responses to situations do pass between them. Information is transferred between the key worker and the support assistants in school at the start of the school day, in the presence of the pupil. Where there is sensitive information, this is faxed or telephoned to the school. Although the flow of information between the group home and the school has improved since the last inspection and, overall, is now satisfactory, there are still times when communication is erratic and fragmented.
34. The development of the 'through-care social worker' role makes a good contribution towards providing a seamless approach to pupils' welfare. Clear personal education plans exist for all

pupils and each class maintains a daybook to record both positive and negative occurrences of behaviour throughout the school day. As a result of this, and because of the quality of relationships, support and guidance to pupils in relation to their personal development is good. Child protection procedures are good and there is regular updating and training.

35. Arrangements for pupils new to the school are good. There is a suitable period of time for pupils to adjust to living in the group home before starting a planned programme of integration into the school. The school has admitted day pupils for over a year. This is a new venture, having only admitted residential pupils previously. There are currently four day pupils, all living in foster care. These pupils are well integrated into the school. However, the current configuration of the school day, whereby the pupils from the group homes return there for lunch, means that the four day pupils spend a lengthy lunch break on their own each day. While there are supportive adults, there is no planned programme of activities for them and no opportunity to meet with their residential peers. A few parents commented that their child felt isolated.
36. The group homes do provide activities after school for the children who live there, although nothing is provided for day pupils. School and residential staff do undertake some joint training and this has resulted in a clear joint policy on restraint. The group homes provide adequate facilities for pupils' homework but the planning for work for pupils who have absented themselves from lessons and go 'home' is spasmodic and unclear. A consistent approach to pupils as to whether pupils attend class or school has not been developed since the last inspection and a common strategy for behaviour management and support fails to be apparent. The links between the school and the group homes was a weakness and a key issue at the time of the last inspection; insufficient progress has been made in addressing this.
37. The group homes CSCI inspection reports in 2004 identified many weaknesses relating to staffing, qualifications and training across many homes. They also identified that not all issues were dealt with sufficiently between inspections. Recent CSCI reports show that the Foundation is now much more responsive, with senior staff now held to account for improvement. The director is aware of the weaknesses identified above and has good plans to strengthen the links between residence and education.

Partnership with parents, other schools and the community

The school has satisfactory links with carers/parents and the community. Links with other schools and colleges are satisfactory.

Main strengths and weaknesses

- There is a good outreach strategy for integrating and supporting pupils transferring to mainstream schools.
- Pupils receive good support for homework from care staff.
- Constructive links with other schools and the local community are still at an early stage of development.

Commentary

38. The school has a dedicated outreach worker who investigates the various options for integration into mainstream school, when this is identified as the next step for an individual pupil. Over the past year, three pupils have successfully been placed in secondary schools and one pupil in a primary school. A through-care worker is also available to support pupils in transition, especially those who are moving out of the Caldecott Community to reside elsewhere. This role provides for good continuity of care and ensures that there is good communication between the school, the group home and the responsible authority.

39. There is a well-structured programme of homework in the nurture and middle school. Pupils have a homework folder, and the support assistants record homework. If pupils return to the group home during the day, the homes have a variety of 'generic' worksheets that can be given. However, it is school policy that work should be telephoned through for pupils. This was seen to occur on a few occasions, but not all. Pupils feel that they are supported well by the group home staff in undertaking their homework. However, they have no access to the Internet or email. The school has identified a need to provide more information on how literacy and numeracy are taught for carers and more information about the taught curriculum. Pupils' reviews and information provided to parents/carers/statutory authorities about pupils' progress is clear and carried out in a satisfactory way.
40. The school has plans to work more closely with local schools and the local community. However, apart from the outreach links mentioned above, there is little local community involvement. There is good use of the wider community for pupils in residence, especially for sport and leisure activities. These are not on offer for day pupils, however. Local links should be easier with the completion of the new sports/school hall. At present, there are some limited links with the local community, for example a number of older people were invited to a harvest festival celebration at the school and at harvest time pupils delivered parcels to people in their homes. Other local people have become involved with individual group homes and pupils as 'group grannies', taking an interest in and supporting individual pupils. This is very successful, as seen by the way pupils welcomed their 'group grannies' to an assembly. The school is keen to develop sporting links with other schools and are in discussions with a local school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory. The headteacher's leadership is satisfactory, although the leadership and management at senior and middle levels are not adequate enough to support school improvement. The work of the governing body is satisfactory. Governors are supportive of the school and have made a good start in their newly re-constituted role. However, for secondary aged pupils, they do not ensure that the curriculum complies with pupils' Statements.

Main strengths and weaknesses

- The new director is re-vitalising the organisation very well and is taking very effective steps to improve its work in relation to the school.
- The headteacher has a satisfactory vision for the school's development but is not always supported by staff with management responsibilities.
- Strategic planning is weak.
- Delegated funding for the school is a good move.
- Governors are led effectively by the new chair.

Commentary

41. Since the headteacher's appointment, she has worked hard to develop school provision, respond to the changing needs of pupils being admitted, as well as to ensure the smooth move to new premises in 2002/3. However, all this has been in the face of difficulties in management at the top level of the organisation which had in the past not understood the role or the work of the school and, by its actions, has contributed to the slow pace of improvement. This is why the concept of 24 hour education (the '24 hour curriculum') for this residential school has not sufficiently developed. Trustees recognised the major weaknesses in the management and have taken radical steps to improve matters. Their response is now paying off and new managers of care, the residences and those within the senior team of the Caldecott Foundation itself are now better placed to work towards common goals, which include the contribution of the school. The director, appointed a year ago, has made a major input to improvement. He has a very clear view of the needs of the children and the role of the organisation and, with the trustees, has moved the provision on enormously. He recognises the importance of the school and has ensured that the various heads of each part of the

Foundation, including the headteacher of the school, are part of the organisation's new senior management team. This is binding together the work of Caldecott, although there is still some way to go to ensure that all aspects, such as care, education, training, therapy and social work are fully integrated and work consistently together. He is, however, bringing increased rigour and pace to an organisation that was, hitherto, very slow to respond to development or to CSCI inspection findings.

42. The headteacher has a sound view of the needs of the pupils and of where the school needs to develop but, as described above, has been somewhat thwarted in her attempts to achieve this. She recognises the need to bring more consistency to the way behaviour is managed but until recently the organisation's philosophy and approach prevented progress, to some degree. The director's clear steer now gives the 'green light' for such development.
43. There is a broad understanding of the strengths and weaknesses of the school. The renewed vision statement, formed from a consultation of staff earlier this year, clearly articulates the school's aims and values in the light of the organisations' recent broader view on how pupils' personal development can be supported. Co-ordinators know in broad terms where their subjects need to develop. However, they do not always construct action plans that guide development adequately or have an eye on improving standards; they are often more of a list of things to be done. It is this 'knowing how to get there' and a lack of consistency across the work of the school that are at the heart of the weaknesses in management. Although day-to-day management is satisfactory and the headteacher has a view of the 'big picture', the strategic development plan to achieve this is weak. It identifies clearly the areas for improvement and these are largely the right ones, although there is little emphasis on the points raised in this report about consistency across the school's work, or on systems to improve pupils' behaviour and attendance in lessons. It does not set out what the school should do in priority order and does not identify clearly how it will assess its improvement. The areas for improvement are not always supported by action which will bring about improvement.
44. In addition, not enough support is given to the headteacher at the senior or middle management (co-ordinator) levels. They do not contribute to strategic development. Some of this is because work which is asked to be undertaken is not done and it is partly because work delegated is not always allocated sufficiently according to responsibility. For instance, the deputy headteacher manages the special educational needs provision. While this is satisfactory and supports reading and numeracy work well, the work carried out by the teaching assistants is narrow (although it is effective for what they are asked to do) and it does not consider more complex learning difficulties which some pupils have. The deputy headteacher also has a small teaching role across the school. However, he has few other responsibilities in line with his role. Another senior manager has responsibility for curriculum and assessment, two major areas for development in the school, and no allocated time to do this; she teaches full time. The co-ordinator for ICT has a strategic role for developing provision across the curriculum; little of this has been undertaken despite six periods of non-contact time per week.
45. Both the headteacher and deputy headteacher have monitored the quality of teaching across the school in the recent past. Observational reports have been perceptive and mostly well written. However, there is little evidence of the impact of this in so far as weaknesses identified have not always been consistently and rigorously pursued and checked for improvement. One senior manager in the 'nurture' department monitors and supports staff regularly and effectively. However, co-ordinators, have little role in examining pupils' work or evaluating teaching in their subjects, although this is now being planned for.
46. The school had no role in managing its own budget until last month. At the instigation of the governing body, a budget has now been delegated to the school from the organisation, largely using historical information. The current budget (2005-2006) shows that by the end of the year, the cost of educating a pupil in the school (not including residential costs) is £29,000. This is very high. The delegation has also identified some anomalies in the way the school is funded. For instance, day pupils cost more to educate than residential pupils. There is a very

small amount of money for training; this is largely because the organisation views that most training will come from its own training 'college'. One of the weaknesses, in practice, stems from staff not seeing practice elsewhere or sharing in training with colleagues across the region. In addition, an excessive amount is allocated to staffing with the net effect that there are 37 adults to 41 pupils. Not all support staff are used effectively and during the inspection, in the secondary department, some did very little in lessons to support pupils. This is grossly inefficient.

47. The new chair of governors is giving a clear steer to the work of the governing body and committees to cover all aspects of governors' work and responsibilities. Governors are now undertaking a vital role in beginning to hold the school to account, although they still need to find out much information and rely on the school for this. There is still some way to go for them to be able to act as a critical friend. For instance, although they are clear on the strengths of the school, they are not fully clear on the improvements needed. They are generally well balanced in their representation and a good number of trustees are governors and ensure that the link between governors and trustees' committee is strong. Some governors are new and bring important skills from their everyday backgrounds. Some have some specific responsibilities, although they are not generally in a position to be fully informed about the school's work and thus, to support improvement.

Financial information

Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income		Balance from previous year	
Total expenditure		Balance carried forward to the next	
Expenditure per pupil			

* *Unknown as not previously delegated*

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGES 2 AND 3

ENGLISH AND MODERN FOREIGN LANGUAGES

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well from their starting points in reading and in their self-expression.
- Assessment in English has improved considerably recently and most staff use the information from this well.
- Reading and spelling are promoted well in lessons and through the special educational needs support department.
- There are too few writing opportunities in some classes and ICT is not used sufficiently to support writing and teaching and learning in English generally.

Commentary

48. Pupils' achievements are satisfactory overall. They are good for the youngest children and in the 'nurture' classes because of the consistently good teaching and the strong English curriculum there. Teaching and learning in this and the middle department is often very good. During the inspection a key English teacher was absent in the school's secondary department, although work for pupils had been left. The teaching of English in this department ranged from unsatisfactory to very good; pupils' work and teachers' planning confirm the teaching here is more variable and pupils make less consistent progress in this department, though teaching and achievement are still satisfactory overall.
49. On entry to the school pupils' attainment in English is often low because of their learning difficulties and their patchy attendance previously. Some have very specific literacy difficulties. Pupils' skills in reading and spelling are assessed on entry by the schools' special educational needs department and a specific literacy plan put into place if necessary. These, and pupils' speaking and listening skills are supported well by staff in the residences as well as in lessons. Reading and spelling skills are systematically built on. Dictionaries, for example, were used very well in one very good lesson on syllables. These enabled pupils to work as independently as possible and encouraged them to 'have a go'. Staff shared their pleasure as they successfully identified, read and spelled three, four, and five syllable words. Reading opportunities have been built into the day in most lessons and staff use these very well. Pupils say that they now enjoy reading and feel that they can now 'do' it. Their confidence in reading in groups and to others develops very well. By the time they leave the school, almost all pupils have made good progress in reading from their starting points. Most read fluently, with expression, and have skills that support their learning in other subjects well. However, although handwriting skills are well developed, progress in writing overall is only satisfactory. In the nurture class and the middle department, writing is generally well promoted in English and most pupils make at least satisfactory progress in their writing for a range or purposes. This is particularly the case in their writing of stories, their confidence in spelling and their willingness to 'have a go'. Strong individual support from teaching assistants and class teachers encourages but does not take over. However, the less able pupils do not have sufficient access to different ways of using ICT for supporting their independent writing. There are not enough opportunities in subjects other than English for pupils to write and achievement in writing is much more variable. Some pupils are still very reluctant writers throughout their time at the school and the range and type of writing activities provided in English, particularly for older pupils, do not systematically tackle this.

50. Pupils make good progress in their speaking and listening, in their self-expression and responsiveness to others' ideas. Most listen increasingly carefully to their teachers and are keen to share their work. They generally take good care with its presentation. In line with their difficulties, some pupils find it hard initially to take others' ideas into account, but this improves over time. However, the school could do more to support pupils' listening to each other and how they take their listener's needs into account; at present, there is no planned programme of work for speaking and listening or for drama. Drama has recently been reintroduced to the school in recognition of the role it can play here. An excellent assembly in which pupils performed a 'rap' they had previously explored in English, demonstrated the strides individual pupils are capable of making in this area. A few pupils have more delayed speech and language skills on entering the school. Although these make satisfactory progress more specialist advice as to these pupils' needs is lacking; speech and language therapy support is limited and more pupils would benefit from such support.
51. Staff teams work very well together and lessons are very well tied into the national strategies. They plan very carefully to meet individual pupils' needs and present their lessons in lively and imaginative ways that engage pupils' interest. Teaching assistants are used well to support individual children's learning and sometimes to teach the group. Staff follow the structure of the literacy hour in varying ways but all components are addressed and objectives are generally shared well with pupils.
52. The leadership and management of the subject are good. The co-ordinator is new but very committed and enthusiastic and knows what now needs to be done. However, there is little evidence of systematic monitoring of English in the past and she does not yet monitor teaching and planning. There are plans in place, however, for this to happen. The curriculum is good overall. It is good for pupils in Years 3 to 6, because it takes very good account of the national strategies for these pupils. It is satisfactory for the older pupils. Assessment in English is good and has improved considerably recently, through the creation of individual pupil moderation files. However, there are some weaknesses in the ways in which standardised tests are used with pupils and these weaken the school's understanding of what some pupils now need to do in reading. Resources are good and new purchases and an increasing range of relevant software ensure that a range of ways are available to support teaching and learning. Currently, the library is not used for that purpose, but the school reports that this will change when the building work is completed. The subject has improved well overall since the last inspection, although some more recent developments such as the changes in planning and assessment have yet to take effect.

Language and literacy across the curriculum

53. Reading and speaking and listening are supported well across the school and in residence. There is generally good sharing of information about pupils' individual reading and spelling programme to support this. However, writing across the curriculum is unsatisfactory. Too few opportunities are provided and some pupils write very little. ICT is used little to support writing. As a result of all of this, a significant number do not make as much progress as they could, particularly as they get older.
54. The school teaches **Italian** as its modern foreign language. However, it does not fulfil its statutory responsibilities in this area as it does not teach this to all the pupils it should. Italian is taught only in the secondary department and not to secondary aged pupils in other departments. No lessons were observed in which Italian was taught during the inspection as the specialist teacher was absent and no judgement can be made on provision. Cover lessons centred on Italian culture and life and were adequately taught, although the content and approach was dull and some pupils left these lessons. Those that remained joined in well by the end of the lessons. Scrutiny of pupils' work and teacher records shows the curriculum in Italian is satisfactory. However, insufficient records and assessments are kept for any judgements to be made about pupils' achievement and progress; this is unsatisfactory.

MATHEMATICS

Provision in mathematics is **satisfactory** with good features.

Main strengths and weaknesses

- Good teaching and support is provided by staff in the nurture and middle department.
- Work is well planned in individual lessons and good use is made of the National Numeracy Strategy.
- Pupils achieve well in mathematics; medium-term planning, however, does not always match the needs of pupils.
- Opportunities for learning are missed because some pupils opt out of lessons and some disrupt the learning of others.

Commentary

55. The attainment of pupils is generally below average for their ages, nevertheless the achievement of most pupils is good. The weight of this judgement is given to the nurture and middle departments where the provision is strong and sometimes very strong. In the secondary department, achievement is only just satisfactory. Improvement in provision has been good since the previous inspection. The secondary provision was particularly weak at the time of the last inspection. The quality of teaching has improved considerably overall. It is now good and sometimes very good in the nurture and middle classes; it is satisfactory in secondary classes. Some staff in this department do not effectively manage pupils' difficult behaviour and some lessons have a slow start. At times, pupils abscond from lessons and there are few systems in place to avoid this. However, because time for learning has increased well and the programme of work now builds better on what pupils have learned previously, pupils can, by and large, catch up later on what they have missed. For the significant minority whose attendance is poor or erratic, though, their achievement is unsatisfactory.
56. Lessons are planned to the three part structure of the National Numeracy Strategy and this, together with the good quality of support by teaching assistants, has a positive effect on pupils' achievement. The pace of lessons is generally good and work is geared to the needs and abilities of individual pupils. However, the range of ages in each class is not always addressed effectively in the planning, especially in the secondary department. Teachers generally have a good understanding of the needs of pupils, managing the behaviour exceptionally well in the very good lessons and thus promoting in pupils a readiness to learn. Teachers and support staff challenge pupils and ensure that most can access the work. However, on occasions, because pupils attend for individual therapeutic or educational support at the same time each week they miss out on some mathematical experiences. This slows their pace of learning. The use of ICT is developing in mathematics and the new interactive whiteboards are beginning to be used particularly well in the nurture and middle departments, to reinforce pupils' learning. Resources are adequate to meet the demands of the curriculum and the new subject co-ordinator is aware of the need to review the range of resources available as these are limited in parts. The school's induction programme is helping newly qualified and recently appointed staff to challenge the higher ability pupils and successfully motivate the most difficult ones. This is having a positive effect on learning.
57. In general pupils enjoy their work and co-operate well with the adults around them; they work productively. Generally work is well presented and pupils take a pride in their achievements. They are keen to work, but occasionally, because of their special educational needs, find it difficult to work co-operatively with others. Little opportunity is provided to do this, however. This is unsatisfactory in the secondary department.

58. The leadership and management of the subject are currently satisfactory. The recently appointed mathematics co-ordinator has a whole school responsibility and is working with staff to review and improve provision across the school. Prior to this, little had been done to raise the profile of mathematics or to monitor the impact of the work on pupils' achievement. There is no system in place currently for checking on the quality of teaching and learning. This is unsatisfactory. The school's new curriculum and assessment co-ordinator is reviewing planning, assessment and recording procedures to support the improvements planned for mathematics. Monitoring the quality of teaching and the standards pupils achieve has been identified as an area for development; work has already started on monitoring pupils' work and teachers' planning. The subject action plan largely identifies the right things for improvement, but is more about courses to attend and actions to carry out. It does not specifically state how improvement in pupils' standards is to be achieved.

Mathematics across the curriculum

59. The use of mathematics in other subjects is satisfactory and improving. Work on the curriculum, by the new curriculum leader, to construct the whole school curriculum is being used to ensure that mathematics contributes to the full curriculum. During the inspection mathematics was seen in science lessons with younger pupils measuring the growth of their plants, and with secondary pupils producing graphs of the incidence of smoking as part of their social studies.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Planning of the curriculum is good and gives pupils the opportunity to explore a wide range of scientific endeavour.
- Teaching is generally satisfactory and often good, but learning is limited by some pupils not being able to access the full offered curriculum.
- The time allocated to science is inadequate for students in Years 7 to 9 in the nurture and middle department.
- There is some unsatisfactory teaching.
- Resources are very good, but at times underused.

Commentary

60. The science co-ordinator, who has only been in post a short time, together with the overall curriculum co-ordinator, has worked hard to provide a broad and balanced science curriculum. However, although this has ensured that pupils' progress is well tracked against the attainment targets of the National Curriculum, there remains a need for progress to be informed by much smaller steps.
61. The time allocated to science is limited and varied and thus unsatisfactory overall. The impact is mainly where pupils of secondary age are mixed with pupils of primary age and do not have the time recommended to study the subject. These pupils' achievements are further limited, because they are not given access to the well equipped laboratory and are confined to simple experimentation in the classroom. For these older pupils, the school limits the development of scientific study by basing the curriculum and programmes of study on the National Curriculum for primary aged pupils. Although pupils' achievement in science is satisfactory overall, given the secondary aged pupils' capabilities, the arrangements limit their achievement and the progress of these pupils is unsatisfactory.

62. Science lessons are not all taught by specialist teachers but, nevertheless, the quality of teaching is satisfactory and it is often good. Teachers plan their lessons well, although there is an over reliance on published materials and work sheets. Lessons are planned to a three part formula with an introduction, some form of experiment or observation and a period of recording and consolidation. At times, in less successful or unsatisfactory lessons, the pace and length of introduction fails to motivate pupils and they move off task or even leave before the experimental stage of the lesson. Consequently, the quality of learning does not always match that of the teaching and in the secondary department and for some secondary age pupils placed in other classes, learning is unsatisfactory. Teaching assistants are not always well used in science lessons, especially in the secondary part of the school, where their role is limited often to the 'policing' or observation of pupils' behaviour. Consequently, pupils do not clearly understand the investigative process. In more successful lessons, however, observed in the nurture and middle parts of the school, pupils enjoy and understand their investigations and support staff are well used. As a result, these pupils are able to explain their findings, hypothesise and generalise their learning.
63. Resources for learning are very good. The school has a well equipped laboratory and an adequate range of equipment to support the taught curriculum. This is supported by good use of the school grounds and local environment where pupils can study life processes and living things in the school grounds garden and the wildlife and wetlands area. The use of ICT within science, however, is not as well developed or integrated. Sometimes teachers do not fully utilise the teaching materials provided, for example, during the inspection pupils had to make boxes for examining 'mini-beasts' by punching holes in tin lids (and did this unsafely) when the school already has proper insect boxes in the lab.
64. The science provision is satisfactorily managed and is being developed further by the co-ordinator who has clear plans for the future. The change of school building and the reduction in the age range of the pupils being taught in the school has resulted in a reduction in the number of science courses being available for students; for example there are now no externally accredited courses. Progress since the last inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- The programme of work for ICT does not aid the pupils' progress.
- There is too little time spent or opportunity provided for teaching ICT overall.
- Too little account is taken of pupils' already existing skills.
- The vision for the subject is weak and not enough is done to improve matters.

Commentary

65. The pupils do not make enough progress over their time in school. Their achievement is unsatisfactory, as a result. The programme of work and the amount of time spent on learning are insufficient to enable them to build their skills. Some classes teach ICT as a separate subject and some show that pupils are to learn skills as part of other subjects. Planning is inconsistent and while some classes do show clear plans to teach aspects of ICT, these plans and the opportunities provided are not systematic enough for pupils to make the progress they are capable of.
66. There is a newly introduced overall plan of topics to be taught over the year. Pupils do have opportunities to use computers from time to time and hardware resources have considerably improved and are good; however, the programme of work is insufficiently cohesive. For those in the secondary department it does emphasise skills, knowledge and understanding at the correct age and stage for the pupils but there is too little time allocated for learning. There is also too little time for the secondary age pupils taught in the middle and nurture classes. The

programme taught is from a much earlier stage. This does not take pupils' existing capabilities into account or stretch the higher attaining pupils sufficiently.

67. Very little teaching of ICT was seen. However, the pupils' work and teaching actually seen indicates that when they are taught ICT it is satisfactory. One lesson was unsatisfactory because the pupils did not use ICT at all. The demonstration of how to use a program did not involve the pupils in any way, except in giving them opportunities to answer questions about 'green' issues. In a satisfactory lesson seen in the secondary department, the steps involving database work were taught appropriately, but the introduction had to be abandoned because of the disruptive behaviour of one of the three pupils. This was not dealt with effectively and the teaching assistant was asked to remove the pupil. Teachers use ICT little in their lessons, although there were a few good examples, mainly using it to research using the Internet. Pupils are generally confident in this but too often they stray into websites which have nothing to do with the lesson and staff are not sufficiently vigilant to notice this immediately. This is partly due to the unsuitable layout of the ICT room but is also linked to a lack of use of the facilities to control and check on pupils' use of the computer. One lesson had no pupils and, therefore, learning was very poor.
68. Leadership and management of the subject are unsatisfactory. The provision has not improved sufficiently since the last inspection, despite the increase in computers. This unsatisfactory position is similar to that seen in the last two inspections. There is a lack of vision for improvement and the action plan is poor. It is more about training and equipment issues than raising standards. One of the most major aspects has not been undertaken; ICT is still not incorporated into all subject planning. There has been no monitoring of its use or of the quality of teaching, despite the co-ordinator having a large amount of time for planning, preparation and subject leadership. There is no system for assessing pupils' skills or monitoring their progress. This, too, is unsatisfactory. It is of serious concern that there is no Internet safety policy yet in place.
69. The director has suitable plans for integrating all aspects of ICT across the residential, administration and school site and in the group homes. Although ICT is used occasionally to support learning, there is no Internet access or email use by pupils. This is because there are, currently, no controls.

Information and communication technology across the curriculum

70. This is unsatisfactory. ICT is inconsistently used across the school. There are some really good examples of prolific use, such as in one class in the middle department. In others it is too variable and opportunities to develop / reinforce pupils' skills and support learning in other subjects are missed. There is too little software provided to support pupils' learning in subjects.

HUMANITIES

71. It is not possible to make judgements on provision in geography and history, although religious education is reported in full.
72. During the course of the inspection no lessons in **geography** were seen and consequently, no judgement can be made on the overall quality of teaching. Examination of pupils' work and of teachers' plans and records, however, indicates that there has been a satisfactory improvement. Teachers' long and medium-term planning suggests that an adequate range of topics are studied across the school and consequently the full National Curriculum programmes are taught.

73. **History** was sampled. Insufficient teaching was seen during the inspection to fully report on the subject. History is taught through topics and apart from the secondary department, in rotation with geography. However, stories and non-fiction links in English and in subjects such as religious education often provide good historic links and support pupils' achievements further. The subject has improved satisfactorily since the previous inspection, although in the secondary department no teaching of history has taken place since the autumn term 2004.
74. In the two history lessons observed, teaching and learning were good. The pupils responded well to teachers' questions and the work set. In both lessons the use of interesting and appropriate source materials was good. Pupils used them effectively to pick out key facts needed to complete their own report of events, such as those associated with the moon landing in the 1960s or of the feudal system in the reign of William 1st. In one lesson, good use was made of the interactive whiteboard to record pupils' ideas and display their suggestions.
75. Pupils' workbooks showed that their achievements are generally good in nurture and middle department classes and they are beginning to use ICT to present their work using word processing and adding pictures taken from the Internet. Secondary classes have restarted their history lessons and scrutiny of work completed show satisfactory achievement. However, this is over a very short period of time.
76. The subject is co-ordinated by a recently appointed co-ordinator who is working with staff to review the present history resources and assessment strategies as part of a new history development plan. Secondary classes are now receiving regular history lessons and the present scheme of work now fulfils the requirements of the National Curriculum.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good; a broad range of learning experiences is provided.
- The subject provides good support for pupils' personal, moral, social and cultural education.
- Assessment and recording of pupils' achievements is undeveloped.
- Pupils have limited opportunities to visit different places of worship.

Commentary

77. Improvement since the previous inspection has been satisfactory. The pupils are given a wide range of interesting learning experiences, and increase their knowledge and understanding of the main world religions. This is achieved through the timetabled lessons, visits to the local church and discussions following the showing of video clips of other religions. Visits to places of worship of other religions are not always possible due to the distances involved.
78. The teaching of religious education and pupils' achievement across the school is good. The youngest pupils' interest and attitudes are engaged through stories and role-play. In their work they learn the basic ideas of friendship and caring for others from their understanding of Christianity and other principal religions, including Islam, Buddhism and Hinduism. This is achieved through interesting and lively teaching, using a carefully thought out programme and some good resources and artefacts. Although there is only a short amount of time for the subject, they study topics in depth. Three pupils in a nurture class, learning about the most important beliefs of Muslims, recalled that they follow Islam and their holy leader is Mohammed. The teacher made good use of the interactive white board to illustrate aspects of the different faiths such as the five pillars of Islam. In a secondary class, the lesson focused on the marriage ceremony and the differences and similarities of Hindu and Jewish weddings. Pupils recalled a number of facts from previous lessons, showing good progress in their understanding of other faiths.

79. Visits to the local church ensure that pupils learn at first hand from the vicar about the use of the church, contributing well to their understanding of the Christian faith. Although opportunities to visit other places of worship are restricted, members of staff from different faiths talk to pupils enabling them to compare the key beliefs of a range of other faiths. Other visitors contributing to pupils' religious education include the Archbishop of Canterbury who spoke to pupils on his recent visit to open the new school.
80. The school promotes strong respect for others and their beliefs and customs which permeates all of its work. This is evident in the approach to religious education and the high expectations that staff have of pupils' response in these lessons.
81. The curriculum for religious education is good. The locally agreed religious education syllabus has been adapted well to meet the needs and circumstances of the pupils. The recently appointed subject leader is enthusiastic and has maintained the good provision for the subject. She is co-ordinating the subject satisfactorily. The policy has been revised and rewritten. Resources have been improved and the use of CD resources and the Internet are developing as part of the medium and long term plans. Assessment and recording of pupils' understanding and progress are being developed as part of the subject action plan but there is little in place at present.

TECHNOLOGY

82. Only limited evidence for all subjects in this area could be gathered and as a result, these subjects are not reported in detail.
83. Only two lessons in **design and technology** were observed during the inspection. Although the teaching in food technology lesson for secondary department pupils was very good and in a nurture class was good, it is not possible to make an overall judgement on the quality of teaching or about provision overall. The standards seen in the food technology lesson were just below the level expected for the pupils' ages and the pupils achieved very well. The teacher had high expectations and pupils rose to the occasion very well. In this lesson, pupils seen to be 'difficult' in other lessons, worked in a very productive and focused way. It was very well prepared and pupils had clearly built upon what they had learned previously in small steps. This was because of the teacher's high level of expertise. There were similar high expectations (of both learning and behaviour) in the nurture lesson.
84. The subject is not fully taught to secondary age pupils and they have little opportunity to study the full range of aspects. Resistant materials technology is not taught in the secondary department and there is only a very small amount of textiles work undertaken. There are no current plans to improve this situation, other than for some pupils to choose to undertake woodwork in a Friday afternoon club. This is unsatisfactory. Planning for the subject's improvement is unsatisfactory and, as there has been no observation of lessons across the school, there is insufficient understanding of the standards pupils achieve. The subject leader is very new and is reviewing the provision so as to identify priorities for improvement. Previous development planning and leadership of the subject have been unsatisfactory.

VISUAL AND PERFORMING ARTS

85. Only limited evidence for all subjects in this area could be gathered and as a result, these subjects are not reported in detail.
86. Only a small number of lessons in **art and design** were seen during the inspection and it is not therefore possible to make a judgement regarding the quality of teaching or provision overall. Although there is a dedicated art room, and the use of a kiln is available, there is limited development of three-dimensional work. Pupils generally enjoy art and its practical nature; they feel they can succeed. Teaching was satisfactory and often good in the lessons seen; this was mainly because of staff's knowledge and expertise. However, sometimes teachers did not anticipate pupils' difficulties and frustrations quickly enough. This resulted in

some pupils leaving the lesson and the pace of learning slowing for others. Although the subject leader has had opportunity to work with other teachers and classes, no formal observations of teaching have been made and there is no view of pupils' standards in art and design across the whole school. This is despite the leader taking on leadership role for the whole school over the last year. The plan for the subject's development is weak and there is a lack of vision on what needs to be done and achieved. Leadership and management are, therefore, unsatisfactory.

87. It was not possible to fully inspect all aspects of **music**. However, the lessons observed and planning seen confirm that music is a strength of the school. All teaching seen was very good or excellent. The school employs a specialist teacher who is very experienced and whose enthusiasm inspires staff and pupils. As such, even the most 'difficult' of pupils enjoy the lessons and sustain their interest very well. The lessons are used very well to teach pupils about musical aspects and contribute to their understanding of world events, relationships and other aspects of life. They make a considerable contribution to pupils' personal, cultural and spiritual growth. Pupils, who at times, find waiting their turn or joining in with others very difficult, do so in these lessons. Some who are on the 'fringe' initially in the lesson, join in with enthusiasm by the end. Records are kept of pupils' attendance and response but not of the skills, knowledge and understanding of pupils. This is an area for improvement. The music co-ordinator, another teacher, liaises very well with the specialist and some class teachers continue the work covered very well in classes later.
88. There were too few lessons seen in **physical education** to make an overall judgement on provision. As at the time of the last inspection, the school lacks facilities, which means that it is unable to provide the full range of activities which are part of the National Curriculum programme of study. However, a new multi-purpose hall is being constructed. The range has increased since the last inspection and a broader curriculum is now provided; aspects such as dance and equine studies are now offered to pupils. Co-ordination of the subject has improved with a single co-ordinator having been in post for only a short while. The co-ordinator has (with the curriculum co-ordinator) produced a satisfactory programme of study for younger pupils although, as yet, this does not, extend to the secondary department. The school has taken advice from external consultants on the development of the subject but the co-ordinator is unaware of either the findings or recommendations of this report. This is unsatisfactory.
89. The school has extensive grounds still under development and uses them well in conjunction with local facilities such as the sports hall and local swimming pool. Further facilities, such as adventure playgrounds, access to evening sports clubs, and residential trips and visits, are available within the residence but are not accessible to the school.
90. The teaching in the few lessons seen was satisfactory in two lessons and very good in one. Lessons are well planned with 'warm up', 'activity' and 'cool down'. Pupils do not, however, change or shower for classes held in school and some lessons are undertaken on inadequate surfaces. Teachers do, however, provide specialist equipment to meet individual stages of development. Pupils are interested in the activities they undertake, co-operate well together and enjoy playing together. However, assessment in physical education is weak. There remains a need for clearer mapping and recording of individual pupil's skills and development.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Overall the provision in the planned and taught programme in PSHE is **satisfactory** and has some good features. The provision is an integral part of all aspects of the school; its contribution to pupils' personal development is good.

Main strengths and weaknesses

- Pupils make good progress in relation to their individual needs and targets for their personal development.
- The school provides a broad range of opportunities to promote pupils' well being including work experience.
- PSHE themes and ideas permeate the twenty-four hour curriculum.
- Recently revised policies for PSHE and citizenship have been agreed.
- Pupils who choose to opt out of lessons miss important aspects of the programmes of study.

Commentary

91. The school provides a satisfactory personal, social and health education programme of work, which includes the development of citizenship. Pupils' records show that they make satisfactory progress. Absence from lessons is the main reason why they do not do better than this. Planning for the subject and the quality of teaching has improved since the previous inspection. The planned programmes of PSHE and citizenship are enhanced by the range of opportunities pupils are given during the school day and in residence. The topics chosen for each half-term promote the personal and social qualities associated with them. These are augmented by displays and regular assemblies. This ensures a broad curriculum that contributes well to the pupils' spiritual, moral, social and cultural development. Links with subjects support the PSHE programme. In science, secondary pupils are made aware of drugs and sex education in part of a lesson on 'Growing and Living'.
92. Overall, the teaching in the lessons seen was good and in one lesson it was very good. However, because of pupils' non attendance, two lessons in the secondary department were cancelled. This meant that pupils' progress was very poor in these lessons because they learned nothing. Teachers' planning is good and pupils become aware of their own personal development and progress through work associated with their individual targets. Staff set clear objectives on the basis of pupils' needs which, when agreed with pupils, give a clear way forward. Staff work with pupils in recording and evaluating what they have learned, influencing the review and identification of targets. Many lessons end with a period of evaluation; 'how well did I do in relation to my learning and behaviour targets and how can I improve?' This supports their ability to take responsibility for themselves and their behaviour. However, this is not a consistent feature across all lessons.
93. The school's provision for pupils' personal, social and health education pervades all aspects of the school's curriculum. Pupils generally respond well to the positive and nurturing atmosphere of the school developing their self-confidence and self-worth to become happier and more assured. The discussions in circle time for example, enhance pupils' self-esteem and enable pupils to understand that they can contribute to the whole group. The new school council should provide further opportunities for pupils to debate and decide with others the solution to whole school issues.
94. A new subject leader for PSHE across the school has recently been appointed and plans, with the headteacher and staff, to review the present provision, revising the subject development plan as necessary.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	5
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	5
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	5
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	5
The effectiveness of management	5

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

*In a special school such as this, **standards achieved** are judged against individual targets and not national standards.*