



Lostock Hall Moor Hey School

Inspection Report

Unique Reference Number 119880
Local Authority Lancashire
Inspection number 291559
Inspection dates 20–21 September 2006
Reporting inspector Susan Preece HMI

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

Type of school	Special	School address	Far Croft
School category	Community special		Lostock Hall, Preston
Age range of pupils	4–16		Lancashire, PR5 5SS
Gender of pupils	Mixed	Telephone number	01772 336 976
Number on roll (school)	84	Fax number	01772 696 670
Appropriate authority	The governing body	Chair	Mr George Woods MBE
		Headteacher	Mr Will Wilson
Date of previous school inspection	Not previously inspected		

Age group 4–16	Inspection dates 20–21 September 2006	Inspection number 291559
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

Description of the school

Lostock Hall Moor Hey School is a day special school for boys and girls with moderate and complex learning difficulties, many of whom have additional behavioural and emotional needs. All of the pupils have a statement of special educational need. Two thirds of the pupils are boys. A higher than average proportion of pupils have free school meals. Pupils are drawn from across the area of Preston and South Ribble; 95% are of White British heritage and nearly all pupils speak English as their first language. A very small number of pupils are in the care of the local authority.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lostock Hall Moor Hey School is a good school with some significant strengths. Pupils make good progress and achieve well. As a result, their life chances are much improved. They make particularly good progress in their personal development. Pupils enjoy coming to school and are proud of their achievements; most behave very well and are enthusiastic about their work. The curriculum is broad and balanced, well taught and enriched by an exceptional range of extra activities. The school provides outstanding inclusion opportunities for its pupils through the South Ribble Learning Federation, which is composed of local high schools. Parents are very positive about the school. Strong leadership by the headteacher and determination by the staff and partners in the community make major contributions to the success of the school.

Through its effective self-evaluation, based partly upon the careful canvassing of the views of staff, pupils, parents and other agencies, managers have a secure understanding of its strengths and areas for improvement. The school retains its forward momentum but its current priorities are not as clear as they might be for all staff. For example, the overall targets in the school improvement plan are not always translated into specific objectives. The school has a good track record of bringing about improvements. There have been significant advances since the last inspection, especially in developing information and communication technology (ICT) and in design and technology (D&T). In order to raise achievement even further the school should ensure that best practice in teaching and learning is shared with all staff and that planning for improvement is more detailed. Governance is adequate but the school acknowledges the need for an increased level of challenge and support from the governors. The school demonstrates good capacity for further improvement and provides good value for money.

What the school should do to improve further

- Ensure best practice in lesson planning, marking and target-setting is shared throughout the school.
- Develop an annual cycle of self-evaluation and good quality improvement planning to raise pupils' achievement even higher.
- Increase the level of challenge and support provided by the governing body.

Achievement and standards

Grade: 2

The school judged that pupils' achievements are good and inspectors agree with this view. Due to the school's effective provision, the standards achieved by all groups of pupils are good given their capabilities and very low starting points. By the time pupils leave Key Stage 2, they have made good gains, especially in literacy and social skills. Key Stage 3 and 4 pupils continue to make good progress. They acquire skills which equip them well for the next stage in their learning and for life after school. All pupils

gain a useful range of accredited qualifications and many acquire the confidence to use these to gain college places or employment appropriate to their needs.

The school has introduced more robust systems to assess pupils' progress, but recognises that staff need to make better use of the assessment information to set targets. More could also be done to make sure that all teachers use the data consistently in planning future lessons.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. Nearly all pupils enjoy coming to school. Attendance is satisfactory and pupils are punctual. Almost all pupils are enthusiastic in lessons and behave very well. Any instances of poor behaviour are managed well by all staff. Overall, the pupils are considerate to one another and show respect to the staff and school environment.

Pupils' spiritual, moral, social and social development is good. Pupils are excited by activities in assemblies and the use of ICT. For example, pupils in a Key Stage 2 ICT lesson gasped in wonder at the changing font sizes and colours of a piece of writing. They have a good awareness of cultures other than their own and this is enhanced by their partnership with a school in Ghana.

Pupils know what to do to be safe in lessons and around school. They adopt healthy lifestyles, for example participating in a good range of sporting activities and increasingly choosing fruit at lunchtimes. Pupils make a good contribution to the school and wider community. Via the school council, they support overseas charities. They work very well with neighbouring schools in a variety of projects such as design and technology days. Good progress in learning, coupled with improving ICT skills, and strong links with local schools and businesses, means that pupils are developing very good workplace and other skills. These successfully contribute to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree that teaching is good overall and, as a result, pupils make good progress. Nearly all lessons are stimulating and include a range of activities that provide good support and challenge to pupils with opportunities for group and independent work. Teachers and their assistants make good use of questioning and draw on a variety of resources and learning aids, including ICT. This enables pupils to work confidently and achieve well. For example, pupils in Key Stage 3 read play scripts with much enthusiasm and were then able to identify adjectives in a variety of sentences. However, planning is not consistent across the school and as a result, a minority of lessons lack clear focus. Marking and the use of assessment, while informative in most classes, do

not always provide clear guidance to assist teachers in moving pupils on to the next steps of their learning. As a result, activities are not always matched as well as they could be to the needs of all the pupils.

Curriculum and other activities

Grade: 2

The school and inspectors agree that the curriculum is good. It is broad, balanced and adapted well to meet the needs of all pupils. Key features include the improved use of ICT and the highly positive relationships with local schools and businesses. As a result, the curriculum is inclusive and develops academic and vocational knowledge, skills and understanding well. Pupils in Years 10 and 11 enjoy a strong work-related dimension adapted to meet their needs. The curriculum for Years 7 to 9, a weakness in the previous inspection, is now much improved. It ensures that skills developed in Years 3 to 6 are built upon according to individual need. Pupils in Years 3 to 6 benefit from specialist teaching in ICT and French.

Comprehensive schemes of work are in place for all subjects. However, although opportunities exist to develop pupils' wider cultural awareness through the curriculum, these links are not always well planned. The curriculum is enhanced by an excellent range of extra-curricular activities. These include theatre visits, dance groups and outdoor pursuits. Such activities add very good value to the pupils' learning and development of skills for life.

Care, guidance and support

Grade: 2

The quality of care, guidance and support provided is good and staff care deeply for their pupils. However, in rating this area as outstanding the school was too positive in its view. Health, safety and child protection procedures, coupled with strong links with outside agencies, ensure pupils are adequately safeguarded. Parents greatly value this care and support. Arrangements for pupils starting school and for those moving on to work or further education are good. Risk assessments are of high quality.

A number of good quality programmes to include vulnerable pupils in the life of the school are available. Pupils know they have safe places to go and report that all staff are approachable and take timely action if they have concerns. The school supports pupils very well in their development of skills for life. Pupils are helped to achieve success in their learning and social development through detailed individual plans. However, it is not always made clear to the pupils exactly what they are expected to achieve by the end of each key stage.

Leadership and management

Grade: 2

The quality of leadership and management is good overall. This judgement supports the school's self-evaluation of this area. Strong leadership by the headteacher has set

a clear direction leading to improvements and the promotion of good quality education. An ethos of respect and commitment to pupils' success is firmly established and shared by all staff. Very good progress has been made since the last inspection, especially with regard to ICT and D&T.

The school runs very smoothly day-to-day. The school's evaluation of its work is mainly accurate. Through effective self-evaluation, managers have a good knowledge of its strengths and areas for improvement. However, its current priorities are not as clear as they might be for all staff. For example, the overall targets in the school improvement plan are not always translated into specific objectives. Best practice in lesson planning, marking and target-setting is insufficiently shared throughout the school to raise pupils' achievement even higher.

Equality of opportunity is promoted well. Any incidents of bullying and discrimination are swiftly tackled. There are very good links with external agencies and the wider community, who have a high regard for the school. There are outstanding opportunities for inclusion and social development. Accommodation is improving with the addition of two new classrooms; this is a direct result of the local authority's commitment to listening carefully to staff and creating what pupils need. Governance is adequate but the school acknowledges the need for an increased level of challenge and support from the governors. All adults working with children are properly vetted in accordance with current guidance. The school demonstrates good capacity for further improvement and provides good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

The Pupils

Far Croft

Lostock Hall

Preston

Lancashire

PR5 5SS

22 September 2006

Dear Pupils

As you know Mr Williams and I recently visited your school to find out how well you are doing. Thank you for looking after us and making us feel so welcome – we really enjoyed it and learned a lot about your school. Thank you for telling us about the things you do and how you think your teachers and other staff are helping you to learn.

What I liked about your school

- You all enjoy school and want to learn.
- You make good progress, especially in your reading.
- There are lots of computers and whiteboards in your school.
- All staff work together to take good care of you and help you to learn.
- The headteacher makes sure the school is working well.
- Your behaviour and enthusiasm for learning are very good.
- You have very good opportunities to learn in the community and to go to other schools and colleges.

What I have asked your school to do now

- To help staff to share with each other all the really good lessons.
- To look carefully at the teaching to help you achieve even better than you do now, for instance by telling you more about what you need to learn.
- To ask the governors to help to make things even better in school.

Best wishes

Sue Preece

Her Majesty's Inspector