

# Osborne School

Andover Road, Winchester, Hampshire, SO23 7GA

**Inspection dates** 4–5 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Outstanding	1
Overall effectiveness of the residential experience		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make good academic progress. Some make outstanding progress.
- Students in the sixth form make outstanding progress because they are offered a wide range of experiences to develop and extend their skills in the real world, including excellent vocational opportunities.
- Students benefit from a rich and varied range of subjects and experiences. This promotes their enjoyment of school and personal and social development very effectively.
- The behaviour and safety of students are good. Students enjoy school. They feel exceptionally safe.
- Students' spiritual, moral, social and cultural development is strongly promoted through positive and supportive relationships with staff and each other. Students relish and excel in musical and sporting events. School clubs and trips have enabled some students to experience foreign travel.
- Teaching is good. The teamwork between teaching staff and therapists ensures that students receive high quality support to enable them to make good progress.
- The residential provision makes an excellent contribution to the progress of sixth form students.
- Good leadership and management of the school at all levels, including the governing body, have created a positive and supportive learning climate, where teaching is good and students achieve well.

### It is not yet an outstanding school because

- Teaching is not outstanding. Students are not always challenged enough and occasionally they do not move on rapidly enough to new learning, limiting their rate of progress.
- The school's website does not contain all required information.
- Although students are safe in the residential provision, record keeping is not always consistent or rigorous enough.

## Information about this inspection

- The inspection team observed 15 part lessons. Nearly half of these were observed jointly with different members of the senior leadership team.
- Discussions were held with senior leaders, teaching staff, students and the governing body.
- The inspection team took account of 23 responses from parents and carers to the online questionnaire, Parent View, and also considered the school's recent survey of parents' and carers' views.
- Responses from 28 staff to the Ofsted questionnaire were also taken into account.
- The inspection team looked at a range of documentation, including the school's information on students' progress, its self-evaluation, development plans and information relating to the safeguarding of students. Inspectors also carried out a scrutiny of their work.

## Inspection team

Frank Price, Lead inspector	Additional inspector
John Bosley	Additional inspector
Jennie Christopher	Social care inspector

## Full report

### Information about this school

- Osborne School educates students with a wide range of learning difficulties, including those with moderate, severe, profound and multiple learning difficulties and those who are on the autistic spectrum disorder.
- Students have a statement of special educational needs. Thirty three students have education, health and care plans.
- The school has a residential facility for up to 10 Key Stage 4 and sixth form students. At the time of the inspection there were five students in residency.
- There are more boys than girls on roll.
- Most students are from White British backgrounds and have English as their first language.
- The school does not make use of any alternative provision.
- The proportion of disadvantaged students eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and looked after pupils.

### What does the school need to do to improve further?

- Improve teaching and learning by ensuring:
  - teachers take full account of students' wide range of learning needs in lessons so that tasks fully challenge students
  - students move on to new areas of learning more rapidly.
- Ensure the school website contains all statutory information.
- In relation to the residential provision:
  - provide clear records of how decisions have been reached when responding to safeguarding concerns
  - implement a clear system which records staff medical training and competency.

## Inspection judgements

### The leadership and management are good

- The headteacher, senior and middle leaders and the governing body provide good leadership and management and have ensured good quality teaching, and care and support. Staff are proud to work in the school. Staff questionnaires show an extremely high satisfaction rate. Many staff commented upon their enjoyment of working in the school.
- Leaders closely check the work of teachers. Teachers receive regular training opportunities to help them develop their practice further. Awards for salary progression are related to the quality of teaching. The governing body has played a very effective role in this process.
- The leadership and management of the residential provision are outstanding. This provision supports the personal, social and academic development of sixth form students outstandingly well.
- Middle leaders provide effective support and leadership for their areas of responsibility. They identify clearly how to improve their areas further. .
- The majority of parents have positive views of the school. The school–home integrated project (SHIP) provides valuable support to parents and carers to promote consistent strategies between home and school.
- The subjects and experiences offered to students are outstanding. Nearly all students leave with some form of recognised qualification. The vocational opportunities on site, such as horticulture, construction and vehicle maintenance, are excellent and help to prepare students well for life after school.
- Older students receive careers guidance and advice. This ensures they are provided with the best options which are suitable for them. Some students attend local colleges or move on to the school’s own sixth form provision.
- British values are actively promoted so that students develop a good understanding of, and are well prepared for, life in modern Britain. For example, students participate in voting activities and are active members of the school council. The values of tolerance, respect and friendship underpin much of the school’s work. This supportive and positive environment encourages students to flourish. They eagerly participate in local and wider community events, through sport and music. Students’ spiritual, moral, social and cultural development is exceptionally strongly promoted.
- Close attention to students’ progress ensures students make at least good progress. Pupil premium and Year 7 catch-up funding has been used effectively to help students close the gap with their peers. Additional programmes to boost students’ literacy, numeracy and communication skills have been effective in enabling students to perform on an equal footing.
- Every student is valued and respected. The strong and supportive ethos of the school helps to ensure that all the different needs of students are met well and that there is no discrimination of any type.
- Following the removal of National Curriculum levels, the school is developing a method of assessment and is working with other special schools across the county to adopt a common system.
- School development planning is wide ranging and identifies appropriate priorities for continued improvement. However, some of the school’s judgements in its self-evaluation are overly optimistic.
- The school works closely with other special schools. The local authority provides light-touch support to senior leaders.
- The strong leadership team, together with an effective governing body and thorough school improvement planning, mean that the school has good capacity to improve and develop further.
- The school website does not contain all statutory information, such as an evaluation of the impact of all additional funding or details of students’ achievements.
- The school’s arrangements to ensure pupils are safe and protected are outstanding, but good in the residential provision as some procedures are not as rigorous.
- **The governance of the school:**
  - The governing body is effective in increasingly holding the school to account. It has started to ask more searching questions of how well students achieve and to identify reasons for strengths and areas for improvement. They have enough knowledge of students’ assessment information to enable them to challenge leaders.
  - Governors know that the spending of additional funding has been effective in enabling disadvantaged students to achieve as well as others.
  - Governors have been involved well in checking the performance of teachers and have ensured that good teaching has been rewarded, through the collection of a wide range of evidence and avoiding automatic pay awards. They have ensured the process is supportive and fair, and leads to improved

teaching. Underperformance has not been an issue they have had to tackle.

- Governors have a good working knowledge of the school through regular visits to lessons and events. They have received suitable amounts of training, particularly in relation to safeguarding. They make an effective contribution to improvement planning by being allocated a specific area for them to support, challenge and monitor. Visits and reports by governors to the residential provision are thorough and timely.

## **The behaviour and safety of pupils are good**

### **Behaviour**

- The behaviour of students is good. Students behave well in classes, around the school and in the residential provision. Some students experience outbursts, but over time their behaviour improves well. Students are respectful and friendly.
- The 'Pulse' initiative, which has encouraged joint working between therapists, staff and home, has had a positive impact on students who have more challenging aspects of behaviour.
- Students' enjoyment of school is evident. This is reflected in the attendance levels of students, which are generally above average. When there are dips in attendance these are followed up quickly by senior leaders.
- Students enjoy performing in the school band called 'Rubik's Cube' and in the Makaton choir. These experiences do much to promote both their self-confidence, by performing in public, and communication skills.
- Students generally are absorbed in lessons and for the most part have positive attitudes to learning. This has a strong impact on their rate of progress. Students take pride in their school and work, and show respect to people and property.
- The school council is an active body which takes its responsibilities seriously and elected pupils demonstrate maturity. They have made suggestions for improvements such as increased numbers of lunchtime clubs.
- Students' spiritual, moral, social and cultural development is promoted well through sport, music and other aspects of the school's curriculum. The school has participated in international exchanges and widened students' experiences and understanding of different cultures, faiths and traditions.
- Students' relationships within school are very positive. They work well together and develop a keen understanding of right and wrong. The promotion of both British values and the school's own values sit comfortably and students are well prepared for life in modern Britain. The school is aware that some students can be vulnerable to outside influences such as extremism, and is quick to address potential issues.
- Students' behaviour is not outstanding because, when teaching fails to capture students' attention, this leads to some low-level disruption and immature behaviour of a few students. Levels of engagement in learning are not as high as they should be.

### **Safety**

- The school's work to keep students safe and secure is outstanding. Students are at ease and confident in the school environment and it is a happy school, where students are safe.
- Residential students' demeanour and actions indicate they feel safe in their environment and are comfortable with staff.
- Students spoken to said they feel exceptionally safe and that bullying is rare. They develop a good understanding of how to form positive relationships. Staff strongly promote supportive relationships with students.
- The suitability of staff is checked thoroughly and safeguarding arrangements are secure to ensure students are protected.
- Risk assessments are carried out for trips and residential visits to ensure students are safe in out-of-school activities.
- Students are taught how to keep safe online. This develops their understanding of the dangers of risky online behaviours.

**The quality of teaching** is good

- Teaching is typically good.
- Teachers and therapists work closely together to help overcome students' barriers to learning. For example, advice from occupational therapists has been used to help students make significant improvements in helping them to manage aspects of their behaviour more effectively. Staff are skilled at managing students' behaviour sensitively.
- Seamless teamwork between residential and education staff enables sixth form students to make outstanding progress. This means that, for older residential students, consistent approaches between care and education can be implemented, which benefits their progress.
- Staff make effective use of signs and symbols to enable students to develop both their understanding and expressive skills well. Clear structures and routines mean students know what to expect. This helps them cope with changes more effectively, for example, through the use of 'now' and 'next' symbol cards.
- Good use is made of technology, such as tablet computers to help students communicate better. Some use these as voice output devices.
- Students' progress is carefully tracked and this enables teachers to address problems quickly and provide additional support if warranted.
- Teaching is generally lively and, on the whole, engages students well. Often learning is practical and this captures students' interest.
- The teaching of literacy and mathematics is good. For example, in English, students learn to write for a range of purposes and more able students write more complex sentences and study characters from texts, such as those from Harry Potter novels. In mathematics, students' confidence to solve problems is developed in real-life situations, such as finding the correct money when buying items in the local shops.
- The school meets the wide range of learning needs of students of different ages effectively. Some classes are structured to meet specific needs, such as those for students who have autistic spectrum disorders, or those for students who have profound and multiple learning difficulties.
- Most classes also have a wide range of learning needs in them. However, occasionally teachers do not always ensure that these needs are addressed individually enough. In some lessons observed, all students were given the same task to complete, regardless of ability. A few of the most able students said that the work given to them was too easy and they were able to complete the work too quickly and easily.

**The achievement of pupils** is good

- The school judges the achievements of students as outstanding but inspection evidence from observations and scrutiny of students' work reveals that overall progress is good, although some students make outstanding progress.
- Through well-targeted support, disadvantaged students and those in Year 7 close the gap on their peers in English, mathematics and communication. For example, additional support to help students manage their dyslexia has helped to improve their literacy skills.
- By the time students leave school, they have achieved a range of nationally recognised academic and vocational qualifications. The most able students achieve lower-grade GCSE qualifications or entry-level qualifications. The school does not enter students early for examinations.
- Students' positive attitudes to learning have a beneficial impact on their achievement. In most lessons they are keen to learn and sustain concentration well.
- Most students have communication difficulties, but through consistent use of symbols, sign and technology they become more confident in their skills. Less able students are able to make their needs and wishes known and the most able students talk confidently to visitors.
- In English, students read a range of age-appropriate texts. Their love of books is fostered strongly. For example, students submitted a video in a competition for World Book Day, showing the need for more books in their library. The school came third in the national competition. Students learn to spell more fluently, particularly through sounding out words and writing for a range of different purposes.
- Students use their mathematical knowledge to shop for food and measure and weigh ingredients. A strong emphasis is placed on the practical application of skills to equip them with confidence for the future.
- Students' progress in their personal and social development is a strength because the curriculum strongly promotes aspects of spiritual, moral, social and cultural development in subjects and experiences.
- On occasions there is some repetition of work by students. This means that they are not moved on rapidly enough to new areas of learning or, if they are struggling to understand a concept, tasks are not re-

shaped sufficiently to allow them to succeed. This slows the pace of learning.

### **The sixth form provision is outstanding**

- Students in the sixth form make outstanding progress. This is because of the excellent opportunities they have to extend their skills in a wide range of practical situations and the impact of the residential provision, which helps to prepare them well for learning.
- Most students progress to the sixth form provision from school. Some also join Osborne House from other schools. Teaching in the sixth form is outstanding because individual needs are met exceptionally well.
- Students are provided with an excellent variety of experiences to practise their skills in the local community, such as visiting shops, colleges or leisure and sports facilities.
- The behaviour of students is outstanding as they are highly motivated to participate in engaging activities. For example, in the school café, students work determinedly to make cakes and pizzas, confidently naming the ingredients used. They practise their social and independence skills in the local church café in town.
- The curriculum is suitable for students' needs. Students are set challenging targets and their progress is checked closely. There is a strong emphasis on developing students' communication, independence and social skills, to prepare them well for the future.
- Students are well supported by staff to ensure their safety and well-being. Students have appropriate work-related learning placements.
- Residential students have well-rehearsed morning routines, having breakfast and getting prepared for lessons. Staff work both in the residential facility and the sixth form and this means that they know students extremely well and how to get the best out of them. The leadership and management of the sixth form meet the needs of students very effectively.
- Students are well prepared for their next steps, through careful planning for their future. Students progress to a variety of destinations.

<b>Outcomes for residential pupils</b>	<b>are outstanding</b>
<b>Quality of residential provision and care</b>	<b>is outstanding</b>
<b>Residential pupils' safety</b>	<b>is good</b>
<b>Leadership and management of the residential provision</b>	<b>are outstanding</b>

- Outcomes for residential students are outstanding. Careful planning ensures they flourish. Parents are enthusiastic about the provision and comment on how well their children have progressed both socially and emotionally. Examples include being able to dress themselves, take their plate to the kitchen and increased tolerance of others.
- Residential students' self-esteem and confidence improve through using the service. Students recognise their own achievements, including commenting on how many more people they can now communicate with. The newly implemented transition package for students moving to adult services is a notable area of excellent practice.
- The quality of residential provision and care is outstanding. The thoughtful support and care of each residential student ensure their needs are well met and anxieties reduced.
- Residential students enjoy positive relationships with staff, who take time to ensure each student has the care and attention they require. Well-established links between education, residential and therapeutic staff ensure students' needs are met exceptionally well throughout their waking hours.
- The seamless transition from education to residential time provides a relaxed environment for individuals to thrive and learn. Residential students enjoy the activities available to them, which include life and independent skills such as cooking and vacuuming, and enrichment pursuits including arts, crafts and physical activities.
- The safety of residential students is good. Students confide in staff with any issues of concern. Staff respond promptly and take time to ensure they understand individuals' concerns. Residential students benefit from clear messages on how to keep themselves safe. Displays in various communication styles indicate how to keep safe online and inform them of advocacy services they can contact. Sleeping arrangements and night staff deployment ensure residential students are effectively protected overnight.
- Records in respect of safeguarding incidents are not sufficiently robust. The process of decision-making, to refer concerns to partner agencies, is not consistently recorded. The recently reviewed child protection policy did not refer to exploitation in any form, but was added to the document during the inspection. A child protection concern prior to the inspection had been reported to the appropriate authorities, although there was a delay in forwarding the concern to the Local Authority Designated Officer.
- The leadership and management of the residential provision are outstanding. Staff are confident in their roles and feel extremely well supported by the experienced senior management team. They are trained to a high standard and have the essential skills required to provide an excellent quality of care to students.
- The management structure is clear. New staff undertake the induction standards with immediate effect. Staff have gained appropriate qualifications. The aims and objectives of the service are effectively met and leaders continually seek ways in which to improve experiences for students.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

Boarding/Residential provision		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

## School details

<b>Unique reference number</b>	116511
<b>Social care unique reference number</b>	SCO12457
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	449473

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

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	Secondary
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	146
<b>Of which, number on roll in sixth form</b>	20
<b>Number of boarders on roll</b>	5
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally Dace
<b>Headteacher</b>	Sonia O'Donnell
<b>Date of previous school inspection</b>	7–9 March 2012
<b>Telephone number</b>	01962 897000
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