

Paces High Green School for Conductive Education

Paces High Green Centre, Pack Horse Lane, High Green, Sheffield, South Yorkshire, S35 3HY

Inspection dates 15–16 October 2013

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils throughout the school achieve well beyond what many of their parents thought possible. Over time, they make outstanding progress in improving their physical capabilities and their capacity to learn. Their achievements in reading, writing and mathematics are excellent.
- All of the parents who gave an opinion would recommend this school to others and praised the school for the very positive transformations it achieves in their children.
- Highly skilled teaching is based upon very effective approaches to learning and promotes excellent progress across the school. Teachers and their team of assistants plan and coordinate support for every pupil extremely well.
- Pupils' behaviour is outstanding. They thoroughly enjoy their experience of school. Pupils' relationships with staff and each other are warm and friendly. Pupils feel safe and place a great deal of trust in staff which builds their self-confidence and determination to succeed.
- Pupils' spiritual, moral, social and cultural development is outstanding.
- Leaders and governors are deeply committed to every pupil's success. The headteacher's outstanding leadership and very effective leadership throughout the school ensure that the school's work is outstandingly successful in promoting pupils' learning and progress.
- Leaders ensure that teaching is of the highest quality and, through continuous rigorous checking, drive the school's improvement relentlessly.
- Leaders have not fully developed the partnership with the mainstream schools that some pupils attend for part of the week. This means there is less rigour in checking impact on pupils' progress and missed opportunities to share good practice.

Information about this inspection

- The inspector visited four lessons accompanied either by the headteacher or the school's curriculum consultant. All of the school's three teachers were seen teaching.
- Discussions took place with the school's senior leaders and teachers, parents, representatives of the Paces, the charity of which the school is part, the Chair of the governing body and the visiting speech therapist.
- A wide range of school documentation was scrutinised including records related to keeping pupils safe, school improvement planning and data as well as records related to pupils' progress.
- Views of the 16 parents responding to Parent View, the Ofsted online questionnaire, together with recent surveys of parents conducted or commissioned by the school were also taken into account, as were the views of 15 staff members who returned the inspection questionnaire.

Inspection team

Alan Lemon, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is a small non-maintained special school for pupils with physical disabilities and severe learning difficulties.
- All pupils have a statement of special educational needs and almost all pupils are of White British heritage. Pupils currently on the school's roll are aged from three to 16 years old.
- There are currently no pupils on roll supported through the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.
- Pupils attend school on either a full time or part time basis. Part time pupils, almost all whom are of primary school age, attend mainstream schools for part of the week.
- The school uses the practice of Conductive Education and aims to help pupils overcome problems with movement and by doing so extend their potential for learning and personal development.

What does the school need to do to improve further?

- Develop the partnerships with mainstream schools in order that:
 - together, teachers assess more thoroughly and plan more precisely the contribution made by all schools to pupils' learning and progress
 - partner schools benefit from the staff's knowledge and expertise in meeting the needs of disabled pupils and those with special educational needs in mainstream schools
 - sharing takes place of the good practice in teaching and learning found in all of the partner schools.

Inspection judgements

The achievement of pupils is outstanding

- Pupils make excellent progress in reducing the impact of their physical and learning disabilities on how well they achieve. From very low starting points, pupils' achievements in moving independently, engaging in learning and in developing knowledge and skills is consistently outstanding throughout the school.
- The staff's expert teaching and high expectations inspire pupils to try their hardest and this brings about rapid improvements. Equality is at the heart of the school's aims. It is extremely effective in giving pupils opportunities so that they achieve well beyond their individual expectations.
- Parents heap praise upon the school and its staff for what they see as the amazing transformations brought about in their children's capacity for independence and learning. They describe their children achieving greatly increased physical functioning such as walking, sitting upright and using their hands which has led onto them learning much more than expected in reading, writing and mathematics. Parents say this is far beyond what they were given to believe possible before their children came to this school.
- Very well planned teaching leads to pupils who are not at the point of standing or walking, securing the skills to move gradually, safely and in balance. Over time, they learn to take their first steps, gripping walking frames until eventually they move independently, with the more-able pupils doing so unaided. Learning to sit and hold themselves upright frees hands to hold a pen, work with objects and use a computer. More-able pupils write in sentences, spell most words accurately and use correct punctuation. A significant number of pupils are able to attend mainstream schools for part of their week which benefits their literacy, numeracy and personal development. However, the extent of the benefit is not well established by the school.
- Very effective communication is at the heart of pupils' learning. Pupils learn to communicate by the most effective means and those who need to, are skilled in using symbols, signing and the use of electronic communication aids. All pupils develop very quickly the listening skills to follow instructions precisely. By constantly repeating instructions, more-able pupils learn a wide range of new words and learn to speak in sentences.
- This is a strong feature of achievement in the Early Years Foundation Stage. Here, very good opportunities for children to learn early reading and writing skills, knowing letters and the sounds they make as well as numbers and counting, ensure their excellent progress. In every respect they have a very firm foundation for moving on to the next stage of their education.

The quality of teaching is outstanding

- Teachers are highly trained and expert in the use of Conductive Education. They promote learning and progress outstandingly well. They and their team of assistants know pupils exceptionally well. Assessments of pupils' physical and medical condition as well as learning needs are extremely thorough. Precision is the watchword.
- Learning is planned in great detail so that teaching very systematically develops every pupil's knowledge, skills and understanding in the small consistent steps necessary to gain progress.
- This is amply shown by nursery children learning to slide themselves off a bench, stand up with feet flat on the floor, bend their knees and sit down on a stool. The exercise is taught repeatedly over time until perfected. It requires the pupil's skill and confidence which teaching develops exceptionally well. This teaching paves the way for pupils to learn to walk, increases their opportunities to interact in a wide range of situations and engage in learning much more effectively.
- Teachers' and leaders' expectations are very high as they firmly believe that pupils can make the substantial progress seen. The fast pace set for learning in every lesson ensures that pupils are highly engaged in work. Teaching blends activities to improve physical skills and academic work

and both aims support one another. While sitting, pupils practise writing learning to hold a pencil correctly and setting out the letters of the alphabet. Very good opportunities are created throughout lessons that encourage pupils to communicate, to count and solve mathematical problems using mental skills or pen and paper.

- Pupils' work is planned individually in accordance with teachers' clear understanding of their point in learning. This ensures that their work is appropriately challenging and teachers' objectives for what pupils need to learn next are accurate. Pupils have clearly stated targets firmly based upon what they have already achieved and the next steps in learning. Close tracking of progress towards targets is kept by teachers and their assistants.
- Pupils who go out to mainstream schools for part of the week benefit there from the focus on literacy and numeracy. The cooperation between schools allows for some mutual planning of pupils' work; a good example is of a pupil being given the opportunity back at school to continue practising the letters and sounds started at the primary school being attended. However, the amount of communication and contacts between schools is limited which prevents in-depth discussion of pupils' learning and progress at both sites.

The behaviour and safety of pupils are outstanding

- Pupils have outstanding attitudes to learning as a result of the self-esteem and confidence developed from rapid progress and exceptional achievements.
- Pupils respond very positively to teachers' high demands. They concentrate extremely well on doing what is asked and give work their fullest efforts. Pupils listen closely to what is being said, follow instructions carefully and are very cooperative.
- Pupils thoroughly enjoy school. While attendance is average compared to all schools nationally, taking out absence for medical reasons and clinic appointments, it is much better than this. Pupils enjoy the very good relationships with staff and each other. They feel valued, very well cared for and very safe. Pupils show a great deal of consideration and regard for each other. They are well mannered and polite.
- Pupils' excellent behaviour and attitudes to learning are a very clear expression of their outstanding spiritual, moral, social and cultural development. Over time, they gain the will and confidence to actively engage and interact with others in different contexts, especially when going out to mainstream schools. They understand their own feelings and see how others are feeling and, as a result, react with sensitivity and appropriateness.
- Pupils are extremely well supported and very closely supervised which is essential to meeting their needs and keeping them safe. Consequently, there is no scope for bullying or harassment in any form. All pupils, as far as they are able, are aware of the risks in using the internet and social media.

The leadership and management are outstanding

- The school's very clear aims and its distinctive approach to achieving them give leadership across the school exceptional strength.
- The headteacher directs the school with great dedication to every pupil achieving their potential and overcoming as much as possible the effects of their disabilities. In respect of this aim, leadership inspires in staff the highest expectations of what can be achieved for every pupil.
- Nothing less than the highest level of expertise and commitment to pupils' learning and progress will do. The quality of teaching is checked with exceptional rigour ensuring approaches to learning are very sharply focused and precise in moving pupils forward. This also ensures teaching is consistently outstanding.
- Teaching is continuously improved especially through teachers sharing good practice with each other and in reflecting on the impact of their work on pupils' progress. Data is drawn from teachers' thorough on-going assessment and analysed to determine success and the next steps

pupils need to take to improve further. Scrutiny is less sharp on what happens when pupils are attending mainstream schools and there are not the resources in place to build strong bridges with partner schools.

- The checks on teaching and scrutiny of data ensure improvement planning and the annual management of teachers' performance are very effective processes in continuing the improvement of the school's overall effectiveness. Due to pressure on the school's financial resources it is currently not possible to reward individual teacher's increased effectiveness through pay progression.
- The curriculum achieves very good balance of Conductive Education, the Early Years Foundation Stage Framework and the National Curriculum. Work and activities demand much from pupils but they also enjoy their experiences exceptionally well. The curriculum contributes significantly to their spiritual, moral, social and cultural development.
- The focus on pupils' physical improvement and healthy lifestyle gives these aspects of learning exceptional strength. The extra funds to further develop physical education and sport is welcomed and leaders are looking at several possibilities, in particular experiences leading to pupils developing a serious interest in a sport or physical activity after they leave school. Staff have gone out to look for ideas and are in discussion with pupils.
- **The governance of the school:**
 - The governors, who are the trustees of the Paces, provide a high level of expertise and are very effective in managing the school's resources and helping it with its improvement plans. Governors share the school's deep commitment to the success and wellbeing of pupils. Governors fulfil their responsibilities rigorously and manage the full range of their responsibilities systematically. Several committees made up of small groups of governors, pay particular attention to key areas of the school's management and work such as staffing, premises and learning. They are kept well informed about the quality of teaching, teachers' performance, pupils' progress and the on-going progress of improvement plans. They are well equipped as governors to ask questions and challenge leaders.

What inspection judgements mean

| School | | |
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| 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> |

School details

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| Unique reference number | 135815 |
| Local authority | Sheffield |
| Inspection number | 427158 |

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

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| Type of school | Special |
| School category | Non-maintained special |
| Age range of pupils | 2–18 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 27 |
| Appropriate authority | The governing body |
| Chair | John Biggin |
| Headteacher | Gabor Fellner |
| Date of previous school inspection | 3 November 2010 |
| Telephone number | 0114 2845 298 |
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