

INSPECTION REPORT

ABBEY SCHOOL

Kimberworth, Rotherham

LEA area: Rotherham

Unique reference number: 106967

Headteacher: Mr J S Swain

Lead inspector: Rosemary Eaton

Dates of inspection: 17th – 19th January 2005

Inspection number: 268526

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

PART A: SUMMARY OF THE REPORT

Abbey is a **very good** school. Pupils achieve very well and their personal development is very good. The quality of teaching is very good and the school is very well led and managed. It provides very good value for money.

The school's main strengths and weaknesses are:

- The headteacher, with very strong support from the deputy headteacher, provides excellent leadership and ensures that all staff are fully committed to continually improving the school.
- Pupils are prepared very well for moving on to the next stage in their lives.
- The outstanding quality of their relationships with staff results in pupils who behave very well and are very keen to learn.
- Pupils' learning is assessed very carefully and full use is made of the information collected, in order to guide them and help them achieve very well.
- Links with the community, other schools, and colleges, are very effective in supporting the curriculum and pupils' personal development.
- The school works very hard to ensure that pupils are safe, happy and able to benefit from the many opportunities it provides.
- Subject leaders are not yet fully involved in making checks on the quality of teaching.

The school has improved very well since the previous inspection. In almost every subject, pupils' achievement has improved. Attendance rates have improved and so has the quality of teaching. Assessment procedures have developed significantly and there are now more support staff and learning resources – particularly computers. All the issues raised in the previous report have been tackled and very good progress has been made in most of the areas concerned.

STANDARDS ACHIEVED

Pupils' achievement at the end of:	in relation to individual targets in:	
	subjects of the curriculum	personal and social education
Year 2	Very good	Very good
Year 6	Very good	Very good
Year 9	Very good	Very good
Year 11	Very good	Very good

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

Pupils' achievement is **very good**. Pupils in Years 1 and 2 achieve very well, as do those in Years 3 to 6. Achievement is also very good in Years 7 to 9 and 10 and 11. Throughout the school, achievement is very good in English, mathematics, information and communication technology (ICT), physical education, religious education and personal, social and health education (PSHE) and citizenship. Achievement is good in science and design and technology. The oldest pupils are successful in a range of examination courses, up to GNVQ Foundation level. However, these do not fully reflect pupils' achievement in several subjects, such as English and mathematics. When their special educational needs are taken into account, pupils with severe learning difficulties achieve as well as those with moderate learning difficulties and so do those with emotional and behavioural difficulties, autistic spectrum disorders, or impaired hearing. Girls and boys, those in public care and pupils from minority ethnic groups and with English as an additional language all achieve very well.

Pupils' personal development, including their spiritual, moral, social and cultural development, is **very good**. Their attitudes to school are very good and so is their behaviour. Pupils get on extremely well with each other and are confident and enthusiastic learners. Attendance is very good. Pupils very much enjoy coming to school and are seldom absent unless they are ill.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching is **very good** and, as a result, pupils learn very well. Teachers plan very interesting lessons, which they present in a stimulating way. Consequently, pupils want to get involved and they work very hard. Their behaviour is managed very well and teaching assistants contribute very effectively to the quality of teaching and pupils' learning. Because assessment procedures are very good, teachers have an accurate picture of pupils' strengths and needs and ensure that the tasks they set are pitched at the right level for each one.

The curriculum is very well organised and meets pupils' changing needs as they move up through the school. For instance, the pupils in Years 10 and 11 have very good opportunities for work-related learning, such as work experience and relevant college courses. A very wide range of activities is provided to enrich the curriculum. Sporting opportunities, visitors to school, and varied visits, all help to maintain pupils' enthusiasm for learning. Pupils are cared for very well and are provided with very effective support and guidance – for instance, to help them to prepare for leaving. There are very good links with other schools and colleges and with the community, and a strong partnership with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The school is led very well, with the headteacher and deputy headteacher setting very high standards for other staff. Management is also very good. The school is very aware of its strengths and weaknesses, although subject leaders need to be more actively involved in checking the quality of teaching and helping to improve it even more. Governors fulfil their statutory duties and are working hard to develop ways of finding out more about the school at first hand.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about all aspects of the school. They feel very welcome when they visit. They hold the school's leadership in very high regard and are delighted with the staff's success in boosting their children's self-esteem.

Pupils' views are also very positive. They like the play activities and clubs, physical education, the teachers and their friends. They feel free from bullying.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Carry out the plans to develop further the role of subject leaders, especially in identifying and sharing particularly good teaching.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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 in relation to pupils' individual targets and not in relation to national standards.