

# Bedelsford School

Grange Road, Kingston Upon Thames, KT1 2QZ

## Inspection dates

September 2012

Overall effectiveness	Previous inspection:	<b>Outstanding</b>	<b>1</b>
	This inspection:	<b>Outstanding</b>	<b>1</b>
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 make outstanding progress in relation to their starting points and abilities. They enjoy learning and have very productive relationships with the adults they work with.
- All teaching is at least good and the majority is outstanding. Learning is promoted extremely well by teachers' and other adults' high levels of skill, knowledge and commitment. Close attention is given to pupils' individual needs, and accurate assessment and high quality care underpin pupils' excellent learning and development.
- Behaviour in lessons and around the school is generally good and often outstanding so that there is a calm and orderly atmosphere for learning throughout the school. Pupils say that they feel safe and the school has effective arrangements for ensuring pupils are safe and are able to recognise unsafe situations they might encounter and act accordingly.
- Leaders and managers at all levels share an ambitious vision that results in outstanding achievement and promotes pupils' spiritual, moral, social and cultural development strongly. Accurate and timely monitoring and self-evaluation, combined with rigorous management of performance, are driving continuous improvement.

## Information about this inspection

- Inspectors observed 12 lessons, looked at pupils' work and listened to pupils read.
- They discussed professional development, performance management and the effectiveness of teaching and learning with teachers and other staff.
- Inspectors reviewed documents relating to governance, school improvement and the monitoring of teaching and learning. They also considered reports produced by the local authority's school improvement adviser and analysed the school's assessment data.
- They held a telephone conversation with the Chair of the Governing Body and held discussions with a group of pupils, the Vice Chair of the Governing Body, the school improvement adviser and school leaders and managers.
- Inspectors also took account of seventeen inspection questionnaires completed by school staff, recent questionnaires used by the school to gather parents' and carers' views and six responses entered on Parent View.

## Inspection team

Robert Ellis, Lead inspector

Her Majesty's Inspector

Desmond Dunne

Additional inspector

## Full report

### Information about this school

- Bedelsford is a small special school that caters for pupils who have profound and multiple learning difficulties and pupils who have significant physical difficulties. Some pupils have complex health needs, requiring nursing oversight and the routine administration of medication.
- Pupils come from a wide geographical area and less than half live in the local authority area. Almost all pupils qualify for home/school transport.
- Many pupils come from minority ethnic backgrounds and for around one in three, English is not their home language.
- All pupils have a statement of special educational needs. Around half the pupils are unable to engage in verbal communication and use signs, symbols, pictures and technology to communicate.
- The proportion of pupils known to be eligible for the pupil premium is high.
- The school has recently had a new headteacher.

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

- Explore how unoccupied first floor accommodation could be used to further enhance learning.

## Inspection judgements

### The achievement of pupils

is outstanding

- Most pupils have cognitive difficulties which limit their attainment from rising above low. Consequently, inspection judgments on achievement are based on an evaluation of pupils' progress in relation to their starting points and abilities.
- Pupils enter the school at various times throughout the year with attainment that is well below national averages for their ages.
- Children in the Early Years Foundation Stage make secure progress in all areas of learning. In 2012 all children met or exceeded their targets.
- Pupils of primary school age make excellent progress in relation to their starting points and disabilities. The vast majority make faster progress than is typical for their level of disability and starting points and most exceed their challenging targets.
- Pupils of secondary school age have programmes of study that include courses which lead to external accreditation at Entry Level and which recognise their personal achievement. In 2012 all pupils in their final year at the school achieved appropriate external accreditation.
- Pupils show that they enjoy learning. Access to play equipment designed specifically for pupils with physical disabilities extends learning beyond the classroom. For example, switch controls that are accessible to all pupils and which are touch sensitive enable pupils to interact with their environment independently.
- All the different groups of pupils, including those who are eligible for the pupil premium, achieve exceptionally well. The school has successfully ensured that there are no significant gaps in performance across subjects or any groups that are underperforming.
- Pupils' key skills are developed well throughout their time at the school through classroom activities and practical activities outdoors. This ensures that pupils are prepared well for the next stage in their learning and for life after leaving the school. Most pupils successfully make the transition to further education when they leave.

### The quality of teaching

is outstanding

- Teachers and other adults who support pupils' learning and personal development have high expectations of what pupils can achieve and set demanding targets.
- Lessons are planned well to meet the needs of the different pupils and teachers are skilled in promoting the development of communication and numeracy for both verbal and non-verbal pupils. Highly personalised innovative use is made of technology to enhance communication. Pupils were observed using tablet computers so that they could develop their ability with numbers and their fine motor skills independently.
- There are strong and productive partnerships between teachers and teaching assistants which ensure that pupils get high-quality care and guidance during lessons and other activities.
- Interesting and often inspirational lessons result in high levels of pupil engagement and promote enjoyment of the subject being studied. For example, teachers use a switch accessible sensory theatre programmed around the current topic being explored to enhance learning and motivate pupils.
- Adults use questioning skilfully and provide praise and encouragement when appropriate. Pupils are encouraged to reflect and persevere when tasks become particularly challenging. Pupils' achievements are celebrated, both in lessons and whole-school assemblies.
- Therapists work closely with teachers to plan how pupils can be helped to be more physically able to participate in learning and how tasks and activities can be adapted to meet their precise needs.
- Regular and systematic assessments ensure that teachers can measure the progress that pupils make and swiftly address any potential underperformance.

- Teachers make effective use of a wide range of resources and specialist equipment so that pupils, for example those with cerebral palsy, are able to be more independent and actively involved in class.

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

- Behaviour in lessons and around the school is maintained at a high standard. Pupils are clear about what is expected of them and how they should treat others. There is a happy and relaxed atmosphere throughout the school.
- Non-verbal pupils have signing and symbol cards that are used to express their feelings and concerns, so that they are included fully in personal and social development activities and can let staff know if they have a problem.
- Pupils' views are sought during annual reviews and through the use of a pupil questionnaire. Pupils say they feel safe in school and staff and parents and carers agree that pupils are kept safe.
- Pupils attend as regularly as they are able to and attendance has improved since the last inspection. Any absence is followed up rigorously. Punctuality to school is often dependent on the transport arrangements for individual pupils. Although pupils have no control over this factor, they do express their frustration at arriving late for school.
- Pupils have specialist training courses to facilitate their use of their wheelchairs with greater safety and inspectors observed all pupils moving sensibly and safely around the school at all times.
- There are appropriate procedures implemented for care, including moving and handling pupils. Manual handling and care are done sensitively and adults show respect to the pupils they care for.
- Pupils, particularly the older pupils, are taken in to the local community and further afield so they can develop a better understanding of the wider world and learn how to keep themselves safe in a variety of situations.
- A sensory garden has been created with a weather house that simulates effects such as a thunderstorm and snow. This provides opportunities for pupils to develop their knowledge of the world in ways which would not otherwise be accessible to them due to their medical needs.
- Staff are skilled at identifying the rare occasions when there is a potential for pupils not to adhere to the expected code of conduct and they have effective strategies to intervene to prevent incidents occurring.

### **The leadership and management** are outstanding

- Rigorous monitoring and evaluation of all aspects of the school's work are used to inform improvement planning.
- The monitoring of teaching and learning is particularly rigorous and systematic and there is a clear link between performance management and improvements in outcomes for pupils.
- Almost all staff who responded to the inspection questionnaire felt that the leaders and managers are doing all they can to improve the quality of teaching and learning and there is excellent provision for their professional development.
- The school has developed a curriculum that meets the needs and interests of pupils. Extensive use is made of local resources. However, despite productive use of most spaces around the school, some difficult-to-access accommodation on the first floor is currently underused.
- The curriculum promotes learners' spiritual, moral, social and cultural development particularly well. A strong feature of the curriculum is how it focuses on the individual and develops their resilience and independence. Pupils engage in a variety of enrichment activities, including visits to local places of interest and theatrical productions, which further

enhance their personal experiences and learning.

- The school's safeguarding arrangements meet statutory requirements and adults who work with children receive regular training in safeguarding and specialist care.
- The school has developed good productive partnerships with other schools, the local authority and education, care and health professionals in order to support pupils' learning and personal development.
- Parents' and carers' views are sought regularly and school and inspection evidence shows that they are very happy with their child's experience at the school. The school is working closely with parents and carers to keep them informed and help them to support their child's learning.
- Areas for improvement identified by the previous inspection have been successfully addressed, for example significant improvements have been made to the outside areas to aid mobility and provide more accessible multi-sensory activities. Sustained outstanding overall effectiveness demonstrates that the school has the capacity for continuous improvement.
- **The governance of the school:**
  - Governors contribute to the monitoring and evaluation of the work of the school and are aware to their responsibility to hold the school to account rigorously. Governors regularly undertaken training so that they are more effective in monitoring and challenging the school to improve. Both governors who spoke with inspectors demonstrated a clear understanding of the school's strengths and what needed to be done to improve it further.
  - The governing body ensures that its statutory responsibilities are met, for example a governor makes a health and safety visit to the school every term and school policies and their impact are reviewed regularly.
  - The governing body seeks the views of parents, carers and pupils and uses the information obtained to inform the school's self-evaluation and the school development plan.

## 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>

## School details

<b>Unique reference number</b>	102621
<b>Local authority</b>	Kingston Upon Thames
<b>Inspection number</b>	403769

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

<b>Type of school</b>	Special
<b>School category</b>	Foundation
<b>Age range of pupils</b>	
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Holmes
<b>Headteacher</b>	Julia James
<b>Date of previous school inspection</b>	February 2010
<b>Telephone number</b>	020 8546 9838
<b>Fax number</b>	020 8296 9238
<b>Email address</b>	bds@bedelsford.rbksch.org

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