

Richard Cloudesley PH School

Tudor Rose Building, 1 Prebend Street, London, N1 8RE

Inspection dates 20–21 November 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Teaching throughout the school is almost always outstanding and never less than good. Teachers and other adults demonstrate exceptional skills in providing for the needs of individual pupils.
- Teachers have very high expectations of each pupil's achievement in both academic skills and in their personal development.
- Pupils' learning is adapted most effectively to ensure each pupil makes rapid and sustained progress. Adults continually check pupils' progress within each lesson to capture each small step in achievement.
- Adults are very well trained and make excellent use of the communication systems employed at the school to promote the pupils' understanding and to demonstrate when they have understood or are finding difficulty with the tasks they are set.
- The pupils throughout the school, including the Early Years Foundation Stage and the sixth form, make outstanding progress. A large minority of pupils achieve at significantly higher levels than those expected of pupils with similar learning difficulties.
- Pupils make excellent progress in reading, writing and mathematics. This is as a result of exceptional provision throughout the curriculum (the subjects taught) to teach these skills.
- The curriculum has been most effectively adapted to provide pupils with activities precisely focused on their learning needs and abilities. The school ensures that pupils make excellent progress in their spiritual, moral, social and cultural development.
- Pupils' behaviour is outstanding. Pupils love their school and establish strong relationships with their friends and adults.
- Pupils say that they feel safe and secure and as a result, their attendance is above average. It has shown consistent improvement since the previous inspection, despite the necessary frequent hospital visits of some children.
- The headteacher leads an outstanding senior team and is well supported by governors. Together, they are exceptionally effective in maintaining and improving on the already very high standards of teaching and achievement found in the previous inspection.
- Governors have a detailed knowledge of the school's work. They provide a very strong level of challenge and support to the school's leaders.

Information about this inspection

- Inspectors observed 11 lessons all of which were joint observations with senior staff.
- Meetings were held with middle and senior leaders, members of the governing body and a representative of the local authority.
- Inspectors took into account the school's surveys of parents' opinions about the school. There were insufficient responses to the online questionnaire, (Parent view) to be included. The inspection team also took account of the 46 returned staff questionnaires.
- The inspection team observed the school's work and looked at a range of documents including the school's own review of its performance and planning. Inspectors checked records of pupils' achievement, well-being and behaviour as well as monitoring reports on the quality of teaching and the range of subjects taught. Pupils' attendance records were analysed as well as all relevant documents and procedures relating to the safeguarding of the children.

Inspection team

Melvyn Blackband, Lead inspector

Additional Inspector

James Waite

Additional Inspector

Full report

Information about this school

- The school provides for pupils with severe learning, physical and associated medical difficulties. A majority of pupils have profound and multiple learning difficulties. All the pupils have a statement of special educational needs. There are broadly equal numbers of boys and girls. The school attracts pupils from a wide area and pupils come from up to eight neighbouring boroughs.
- A very high proportion of pupils are from minority ethnic backgrounds reflecting the make up of the borough. About half the pupils speak English as an additional language.
- A very high proportion of the pupils are eligible for the pupil premium, which is additional government funding for pupils entitled to free school meals or who are looked after. All Year 7 pupils qualify for 'catch-up' funding. The school also receives additional government 'sports funding'.
- There are two sites which are about one mile apart. Primary aged pupils are taught on one site and secondary pupils on the other.
- Children in the Early Years Foundation Stage attend full time.
- A new headteacher and deputy headteacher took up their posts in September 2014.
- The school operates an outreach service for mainstream schools in the borough.

What does the school need to do to improve further?

- Establish consistent methods of recording the small gains in learning which pupils make.

Inspection judgements

The leadership and management are outstanding

- The new leadership team has demonstrated exceptional drive and determination to maintain and improve on already very high standards. It has succeeded magnificently. Teaching standards and the levels of pupils' achievement have improved consistently over the last year from already high levels. Teachers and other adults are proud to work at the school and continually express their enjoyment and fulfilment in their work. There is very high morale throughout the school. As a result, there is an outstanding capacity to maintain improvement.
- The local authority maintains a very 'light touch' approach to the school. The authority is very appreciative of the school's work in supporting local mainstream schools.
- The Early Years Foundation Stage and the sixth form are very well led and managed. As a result, teaching in these areas is outstanding and the pupils make excellent progress. Sixth form students are given effective advice and guidance. This means that they are very well prepared for further education or training.
- Leaders continually check on the standards of teaching. All adults take part in very regular training, including many visits to other successful schools to observe good practice. Adults are committed to the continual improvement of their practice. Middle leaders have received specific training to enable them to be effective in their role and to contribute to checks on standards.
- The performance of all adults is rigorously checked. The school has a culture of continual updating of skills and of providing coaching and support where appropriate. Newly qualified staff are flourishing because of the excellent mentoring and support they receive. Procedures for managing staff performance are well embedded and linked effectively to rewards in salary. Less strong performance is picked up quickly and intensive intervention provided to maintain standards.
- Leaders maintain an outstandingly effective overview of the pupils' progress and take enormous care to ensure each pupil achieves as well as possible. Every child's progress, well-being and enjoyment of school is reviewed continually. The school is effective in promoting excellent relationships. Pupils from every group, including those from minority ethnic groups or who speak English as an additional language, make excellent progress as a result. The equal opportunity of all pupils to do as well as possible is at the heart of the school's work. There is no discrimination.
- The school has used additional funding for disadvantaged pupils as well as Year 7 'Catch-up' funding to enhance communication resources and increase staff training. This has secured excellent progress for eligible pupils. Additional sports funding has been used well to provide a greater range of after-school and Saturday sports clubs and to employ specialist coaches. This has had a positive impact on the pupils' physical skills and their enjoyment of new experiences such as trampolining.
- Pupils' activities are precisely adapted to take account of each pupil's abilities and needs. The curriculum is personalised for each pupil, accompanied by precise learning targets which incorporate strategies to improve communication, literacy and numeracy, personal skills and independence.
- A range of professional therapists who work with specific children expertly influences this individualised planning. Parents express their great satisfaction that they are invited to contribute their knowledge of their own children to proffer advice on the selection of targets. This results in tailored individual programmes which ensure each pupil makes the best possible progress.
- The school effectively promotes the pupils' spiritual and cultural understanding. Pupils have many opportunities to visit the local community and further afield, such as residential visits to coastal Lincolnshire. The varied religious backgrounds of pupils are celebrated and enjoyed by all the pupils.
- The curriculum has a significant impact on the pupils' enjoyment and their behaviour, and contributes very well to their academic progress, physical well-being and their spiritual, moral, social and cultural understanding. It prepares them very well for life in modern Britain.
- **The governance of the school:**
 - Governors are very well informed and have an excellent understanding of information on pupils' progress and how it compares with similar schools. They know about the quality of teaching and the management of teachers' performance. They are aware of where support has been provided to improve teaching. They effectively oversee financial control including the salary arrangements for teaching. They maintain close supervision of additional government funding and regularly check the impact on the pupils' progress and well-being. Governors are able to challenge school leaders very effectively. They take part in regular training, such as in aspects of child protection and safeguarding and in the use of performance information on pupils' progress. They ensure that current statutory requirements, including for safeguarding, are met and are effective.

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

- The behaviour of pupils is outstanding. They invariably enter the school with smiles of anticipation at meeting their friends and the adults who work with them. They demonstrate their interest and enjoyment of each lesson. This is as a consequence of the care and support they receive and the challenging but personalised tasks they are set. Their attitudes to their learning are exemplary and these result in above average attendance.
- Pupils' behaviour in and out of classrooms is outstanding. Pupils are invariably polite and respectful to others. They maintain positive relationships and where possible go out of their way to look after other children. For instance, they allow others to go first when they occasionally struggle with their wheelchair or by holding doors. The school's records show no incidents of bullying or of unacceptable behaviour over a long period.
- Adults manage behaviour extremely well. Pupils are very well known to each adult. If a child should be unhappy or frustrated adults very quickly intervene with extreme care. This results in behaviour by pupils throughout the school which is relaxed and positive. Pupils enjoy as much independence as possible within carefully created tailored plans to ensure they are always kept safe.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safeguarding procedures are exemplary. Each pupil has an individualised plan to establish safe boundaries but to extend mobility and independence skills as far as possible. There are very high standards of supervision at all times.
- Older pupils take part in carefully monitored work experience and independent travel training. This greatly extends their understanding of how to keep safe while adults effectively ensure their safety in structured environments.
- The pupils develop a good understanding of how to keep themselves safe in different situations. They learn about internet safety and are able to practise their skills with strangers in frequent trips into the community, for instance on visits or merely to the local supermarket.

The quality of teaching is outstanding

- Much of the teaching over time throughout the school is outstanding. There has been consistent improvement since the previous inspection, which has accelerated over the last year. Senior staff maintain regular checks on all aspects of teaching. The school is characterised by very high levels of staff training which is focused effectively on identified needs as a result of careful monitoring.
- Teachers have high expectations of each pupil's success and this contributes very successfully to the outstanding achievement of all groups, including those from minority ethnic backgrounds, those who speak English as an additional language and disadvantaged pupils. Teaching in the Early Years Foundation Stage and in the sixth form is outstanding and these pupils make excellent progress.
- The teaching of communication is a strength of the school. Innovative techniques and procedures are becoming well embedded and have substantially improved standards of speaking and listening and of reading. The teaching of literacy throughout the school receives a high priority. As a result, the pupils' reading and writing and number skills are well above that expected.
- Teachers plan in great detail for each individual pupil, taking care to incorporate literacy and numeracy skills in each lesson and to ensure that learning is adapted precisely for each child to enable progress in small steps to be rapid and consistent. Teachers ensure that the activities for each pupil are challenging and motivating but are always relevant to the stage the pupil is at and which encourage the pupils to take the next step.
- Adults maintain excellent records of each little step in progress which pupils make to enable pupils to build on this learning with confidence. The methods of recording this information, while always appropriate and thorough, vary from teacher to teacher. This lack of consistency in presentation of assessment information could be occasionally confusing when children are taught by another teacher.
- Pupils receive a very high level of individual tuition and support. They establish close relationships with their 'teacher'. Adults in all classes are skilled in responding to the movements, eye contact, symbol use and sometimes speech which pupils use to indicate their requests and choices.
- Adults are extremely sensitive to the small gains which the pupils make. They continually check progress through observation and well-chosen questions, using the school communication systems. They are very effective in further adapting activities and reshaping learning to make sure the pupils understand their

work and make excellent progress. This has a significant impact on the pupils' achievement.

- Pupils are always made aware of how well they have done and what they are to do next. Adults ensure that pupils know when they have been successful and how they can improve still further.

The achievement of pupils

is outstanding

- The attainment of pupils remains low because of their significant learning disabilities. However, their progress is exceptional. Parents confirm the substantial changes they see in their children after they join the school in their alertness, confidence and developing skills. There has been a consistent improvement in the rate of pupils' achievement since the previous inspection and many pupils have made progress which is significantly above that expected of pupils with similar disabilities.
- Children in the Early Years Foundation Stage and students in the sixth form have made outstanding progress as a result of carefully devised and personalised learning programmes and excellent teaching.
- The pupils make outstanding progress towards their challenging personal goals. Over time, they make excellent progress in communication, in early reading and number work. In a secondary lesson, for example, in identifying whether a sentence was a question, each pupil worked at a carefully structured individual level with an adult. Although the pupils found the work challenging they made very good progress over the lesson and were delighted at their achievements.
- As a result of their outstanding progress in communication, literacy and numeracy, the pupils make excellent progress across the range of subjects.
- Pupils are well prepared for the next stages in their education. Sixth form students effectively apply their skills in nationally accredited qualifications. The few more able pupils are successful in Entry Level qualifications in English, mathematics and information and communication technology (ICT).
- The many pupils who speak English as an additional language make very good progress because of the strength and effectiveness of the school's communication teaching. Disadvantaged pupils, who form a large majority in the school and who are eligible for additional funding, achieve as well as other pupils. There are no gaps in their performance at the end of Year 6 and Year 11.

The early years provision

is outstanding

- Children make excellent progress from their starting points in each area of learning and particularly in their communication and personal development. They are well prepared for the next stage in their education.
- All children achieve equally well, including those from minority groups, those who speak English as an additional language and those who are eligible for additional funding.
- There is a stimulating environment where children may explore and learn effectively. Adults quickly get to know the children well and prepare highly personalised learning programmes to promote their achievement especially in basic skills and in their communication. The children receive a very high level of individual support and this enables them to make rapid progress. The assessment of their progress is detailed, accurate and thorough. The recording of the children's progress in this area of the school is consistent among all teachers.
- Teaching is consistently outstanding. Teachers have very high expectations of the children's progress and they are extremely responsive to their needs and developing their abilities. As a result, the children show interest and enthusiasm for their learning. They are keen to join with adults in exciting experiences and they quickly learn how to behave well.
- The children are kept very safe. Through the very good modelling of behaviour by staff they learn how to keep themselves safe and free from harm. Parents are very satisfied with the care their children receive and the progress they make. Parents are successfully encouraged to contribute to their child's learning and are welcomed into the classroom.
- The provision is very well led. There is a relentless focus on the high achievement of each pupil and on maintaining and improving further the standards of teaching. The care and safeguarding of the children are very well understood and procedures are outstanding.

The sixth form provision

is outstanding

- The leadership of the sixth form is outstanding. It has ensured that teaching is outstanding. This

effectively promotes the students' excellent continuing progress in communication, literacy and numeracy. Students make outstanding progress in their personal skills and in their developing independence because of highly personalised programmes tailored to the needs and aspirations of each student. There are no gaps in the relative achievement of any group.

- Students are encouraged, through the high expectations of their teachers, to achieve as highly as possible. All the students follow courses suitable to their ability in English and mathematics and in a variety of life skills and more work-related courses. The few students of higher ability gain success in Entry Level courses. The students experience further optional courses which they choose according to their interests. This adds enjoyment and interest to their sixth form life.
- There are very well developed opportunities to provide students with experience of life in the community. For example, every term the sixth form creates a 'themed' café where they prepare, serve and clean the 'premises' and are responsible for ordering materials and for controlling finances. This effectively develops their social and economic skills.
- There are excellent links with the local community. Students go shopping, make use of local leisure centres and some go on to independent travel training.
- There is outstanding management of carefully planned work experience. Students are very carefully prepared and monitored throughout their time in the workplace. The students derive excellent benefits from these experiences. In these challenging situations, the students are expected through the high expectations of their teachers to apply their communication and other skills. The students achieve an outstanding level of success in this area.
- The students are very well prepared for the next stage in their education. The school prepares individual plans with parents and suitable colleges to enable a seamless transition into further study. All the students over the last few years have gone on successfully to local colleges. There are no students who are not in further education or training.
- As a result of the carefully personalised courses, the students have excellent attitudes to their learning. They develop close friendships with other students and adults, their behaviour is exemplary and they make significant gains in their social awareness and independence skills.

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

Unique reference number	100467
Local authority	Islington
Inspection number	448127

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

Type of school	Special
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	77
Of which, number on roll in sixth form	15
Appropriate authority	The governing body
Chair	Eve Smith
Headteacher	Sean McDonald
Date of previous school inspection	14–15 June 2010
Telephone number	020 7704 8127
Fax number	020 7786 4808
Email address	sean.mcdonald@cloudesley.islington.sch.uk

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