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Ms Julia James
Principal
Bedelsford School
Grange Road
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Dear Ms James

No formal designation inspection of Bedelsford School

Following my visit with Diane Rochford, Ofsted Inspector, to your school on 25 June 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements and the school's contribution to pupils' well-being.

Evidence

Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. Meetings were held with you and other senior leaders, groups of staff, the safeguarding governor, and representatives from the multi-academy trust and the local authority.

Inspectors scrutinised a range of documentation, including policies, records of incidents and information about attendance. They also looked at several case studies, focusing on support for pupils' welfare, health and safety. They toured the school, observing pupils at work and leisure times.

Having considered the evidence, I am of the opinion that at this time:

safeguarding is effective.

Context

Bedelsford School currently has 117 pupils on role. The school caters for pupils who have a wide range of physical disabilities, including those with profound and multiple learning difficulties and complex health needs. All pupils have an education, health and care plan. In recent years, the number on roll has increased and the needs of pupils have become more complex.

Main findings

Leaders have created a culture of transparency around safeguarding matters and are vigilant at every level. Leaders and staff are acutely aware that the pupils at Bedelsford are extremely vulnerable and often unable to tell adults if they are in pain, uncomfortable or unhappy. Emerging concerns are quickly identified because staff report any small change in behaviour, concern or incident. This practice is well-established.

All concerns are carefully recorded and followed up by leaders. Leaders' detailed knowledge of individual cases means that they are able to draw together different pieces of information and make sound decisions. Pupils are kept safe because leaders and other staff work closely together and follow up all concerns no matter how small. However, the current recording systems are reliant on leaders' expertise. Information is not immediately available to others who may need it, as it needs to be manually logged onto the school's system. The 'pink slip' system for reporting safeguarding concerns and the separate process for recording incidents or accidents do not inform each other.

Pupils demonstrate their enjoyment in school. This was evident in their facial expressions and body language when we visited. Pupils are well cared for because staff know them well and have been well trained to meet their complex needs.

An extensive training programme is in place for all staff. This starts with a safeguarding induction that is completed before new members of staff work with any pupils. There is a core offer of training for all staff covering aspects of safeguarding, manual handling and management of health needs. Enhanced training is provided for more specialist procedures and interventions. In addition, optional training sessions are provided for staff who may be interested in specific specialist areas, or for those who wish to refresh their skills.

Parents receive high-quality information about the support available from the school in relation to safeguarding. The 'safeguarding and well-being offer' is a document which sets out precisely which services and resources are available to support pupils and their families. The document also identifies who is responsible for each aspect of this work, enabling parents to identify easily what is on offer, and who they can approach for support.

Pupils enjoy the creative learning experiences that the school provides, and develop resilience through experiencing well-managed risk. For example, leaders organise a wide range of trips and visits and at the time of the inspection a group of pupils were in France on a residential trip. These visits are well thought out and planned, minimising risks. Leaders take into account the complex needs of those attending, for example by providing information about the local health services in the area being visited. Health professionals attend the trips to ensure that pupils' health needs are met well.

Leaders have developed a range of robust policies which underpin the strong practice in the school. Policies are adapted to make them appropriate for the school's context and reflect the vulnerability of the pupil cohort. The multi-academy trust and the safeguarding governor provide strong oversight of safeguarding practices in the school. They make regular comprehensive checks on aspects of safeguarding including on the single central record, incident logs, premises checks and safer recruitment. Any high-risk incidents are followed up rigorously to see if improvements can be made.

The staff team includes a wide range of professionals, including therapists, nurses, and specialist instructors, such as the swimming instructor. Alongside teachers and support staff, they develop a range of plans that support pupils' welfare and development. We saw examples of moving and handling plans, eating and drinking guidelines, positioning plans, personal care plans and behaviour plans. These plans are clear, specific, visual and easy to understand. Class teams are trained and skilled in implementing the plans for those in their care. They are involved in the review and monitoring of these plans. This is just one example of successful joint working between education and health professionals at Bedelsford.

External support

Leaders are committed to working with partners from external agencies to make sure that all pupils' needs are met. They work closely with the local authority as well as receiving support from the multi-academy trust. Bedelsford School leaders also share their expertise through supporting other providers.

Priorities for further improvement

- Improve systems for recording safeguarding concerns, incidents and accidents so that:
 - information is immediately available to those who need it
 - the systems inform each other and duplication is avoided.

I am copying this letter to the chair of the board of trustees, and the chief executive officer of the multi-academy trust, the regional schools commissioner and the

director of children's services for Kingston upon Thames. This letter will be published on the Ofsted website.

Yours sincerely

Gaynor Roberts
Her Majesty's Inspector