Bethlem and Maudsley Hospital School
SEF
21st October 2014

The context of the school

- The Bethlem and Maudsley Hospital School caters for pupils aged 4-19 years who are patients of the Bethlem or Maudsley Hospitals. By definition, all our pupils have psychological illnesses that affect their learning and their ability to function appropriately and successfully in the community. We receive a varying proportion of pupils from the local community (17 per cent), the region (51 per cent) and nationally (32 per cent). (Percentages on 21st October 2014 in parenthesis.)
- The essence of this school is that each pupil’s individual needs are accurately analysed and provided for in individualised learning programmes. No two pupils are the same and within the context of groups and lessons each pupil’s needs are met so that they can make the maximum progress possible given their illnesses and the length of time they are with us.
- The school aims to provide excellence in education for pupils. Our mission statement declares that: "Our school helps children and young people at a difficult time in their lives. We offer a safe, welcoming place where they can enjoy learning and build confidence and achieve and work towards a positive future."
- We work to maximise a successful return to education, employment or training on discharge (84%).
- The success of the school is best measured by the proportion of pupils ready for reintegration into the community (school, training or work) at the end of their stay in hospital. This is very high (see ‘achievement’).
- The school is made up of four units spread over two sites, eight miles apart.
- Normal contextual indicators such as are published in RAISEonline for pupils attending main stream schools are meaningless in our context. We have over 300 per cent pupil mobility in the course of a year and therefore all other indicators are constantly changing. Even the age range is a variable – we have provision for EYFS through to Sixth Form but not all provision is used all the time.
- All pupils have a level of psychological difficulty that for most requires inpatient treatment while in a few cases they receive intensive daily out-patient treatment.
- While attendance at school is obligatory actual attendance rates depend on day-to-day joint school / hospital decisions concerning the fitness of individual pupils to attend or its appropriateness or practicality. While the school works cooperatively with the hospital to try to maximise attendance, the two organisations are managed entirely separately. Pupils who for reasons of the severity of their illness or to safeguard their or other’s safety cannot attend the school on particular days are most usually taught on the hospitals’ wards. The school keeps two sets of attendance data. The first is for all school age children in the hospital. The second is for children whose
physical or emotional condition or the treatments they are receiving do not preclude them from attending school. The latter data would not, for example, include children undergoing medical interventions on a particular day.

- Pupil numbers vary on almost a daily basis. Pupils may be admitted for as little as a few days or as long as several months. By the nature of the challenges faced by our pupils admissions are often of an emergency nature with the school knowing nothing more than a pupil’s name on arrival. Discharge can be similarly sudden with teachers planning individual learning for pupils for the next day only to find that the pupil has left.
- Pupils have a very wide range of abilities; the intake is independent of any educational criteria. However, many of the pupils are confronted by considerable barriers to learning.
- Pupils have a wide range of abilities across all ages. Analysis of our baseline data (the WRAT assessment) shows that we have pupils with a far wider range of skills on intake than would be found in the general school-age population. Before their attendance at our school a significant proportion of our pupils were school refusers or poor attenders – either because of ill health or by choice.
- Pupils' attainments are a core indicator of the value the school adds. In recent years, the number of public examinations held in the school, in a variety of subjects at all levels, has vastly increased: from Entry Level Adult Literacy to Open University courses.

The following table, based on weekly role for the past year, is provided for ease of access to basic information about our four units spread over two sites:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Location</th>
<th>Age Range</th>
<th>Average Number of students</th>
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<tbody>
<tr>
<td>Primary / Middle</td>
<td>Bethlehem</td>
<td>4-12</td>
<td>10</td>
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<tr>
<td>Secondary / Post 16</td>
<td>Bethlehem</td>
<td>12-18</td>
<td>13</td>
</tr>
<tr>
<td>Snowsfields</td>
<td>Maudsley</td>
<td>12-18</td>
<td>18</td>
</tr>
<tr>
<td>Intensive Treatment Programme (ITP)</td>
<td>Maudsley</td>
<td>12-18</td>
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All the above units provide for both inpatients and outpatients. In addition we provide for adolescents up to the age of 19 on adult wards.

Partnerships with:
- AstraZeneca - provides sponsorship of highly advanced AV conferencing equipment which, for example, has made it possible for us to provide science demonstrations potentially in our on-site laboratory for pupils on dialysis at the Evelina Hospital School, St Thomas’s Hospital, London.
- The Association for Science Education – our specialist science teacher
presents our work with AstraZeneca to the Association for wider dissemination among schools.

- The Royal Society of Chemistry – our teacher with specialist responsibility for secondary science has been appointed a Learn Chemistry Partner.
- Paradyme Careers Consultancy – private independent Information, Advice and Guidance (IAG) throughout the school.
- Spanner in the Works – independent drama teachers and film makers (Snowsfields).
- The Wallace Collection – a national museum in central London that bring artefacts and activities to the Primary/Middle class.
- The Victoria and Albert Museum of Childhood – bring childhood-related objects and artefacts to the Primary/Middle class.
- ‘Animal man’ - a first-hand mobile menagerie.
- Horse-riding at Bradbourne Riding Centre – a specialised riding school accessed weekly from the Bethlem site.
- London Symphony Orchestra – regular instrumentalist visits to Snowsfields.
- Poets in (temporary) Residence.
- The Globe Theatre – visits to and visits from.

External involvements:
- Place2Be (counselling charity for children) - membership of the Research Advisory Group and Practice and Quality Committee.
- Department for Education – membership of national working party representing the National Association of Hospital School Leaders (NAHSL) on hospital education funding.
- Consultant to the National Association for Hospital and Home Teachers (NAHHT) on funding issues.
- Membership of the Southwark local authority Headteachers’ Executive/Chair of Camberwell CLAN (community learning network).
- Membership of the Association for Science Education.
- Primary Science Teaching Trust – Fellow of College of Primary Science Teachers.
- Leading teacher in Southwark for Primary Science.
- Team Teach intermediate trainer – positive behaviour management.
- Editing the ‘Enjoyment’ section of ‘Measures of children’s mental health and psychological wellbeing’ GL assessment.

**Significant changes since the last inspection:**
- Mental Health has for the first time been included as a category of Special Education Need under the Code of Practice introduced in September 2014.
- In the past two years the number of pupils on roll has increased by approximately 8 per cent. In the same period the attendance rate has increased by approximately a third.
- In response to changing needs some new services have been introduced while some older services have been modified or ended by the hospital.
Several services are now tailored to meet specific needs rather than the general needs of a particular age group. For example, the Supported Discharge Service which works to secure successful integration while participating in a part time programme in the school.

- Recent redundancies brought about because of financial constraints have resulted in fewer teachers teaching more students. This has been successfully accomplished through greater efficiency with administrative staff freeing teaching staff to teach. Apart from the redundancies there have been very few staff changes.
- There have been changes to the composition and leadership of the governing body with a range of governors moving on for personal reasons. Our new governors bring with them significant expertise in a range of disciplines including education and ICT.

**Progress re Key Issues in 2011:**

- Having judged the school outstanding in 2011, there was one area for development - attendance. This has received considerable attention and the attendance rate among pupils available for school is in excess of 97 per cent, a very high proportion for a hospital school. What is particularly significant is that the attendance rate of pupils at our school is far higher than achieved by the same pupils at their previous schools.

**School Priorities for Academic Year 2014/15:**

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Further improve the consistency of the school’s admission data to inform achievement.</th>
<th>Increase in data completion and recording over the previous academic year in relation to WRAT/HLM/RRS.</th>
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<td></td>
<td>Continue to learn more from learners – reviewing what could have been done differently were we to meet the same set of needs again in future pupils.</td>
<td>SLT members recording areas for development in meeting similar children’s needs.</td>
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<tr>
<td>Quality of Teaching</td>
<td>Further refine systems to improve the personalisation of learning and to support independent learning.</td>
<td>Independent learner assessment tool (SLT drive) introduced to differentiate learners who can support their own learning.</td>
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Continue to support teachers’ subject expertise and develop their skills in cross-curricular pupil development of reading, writing, communication and mathematics.

Common practice across the school: literacy ‘onion’ and ‘punctuation pyramid’ and literacy stickers in use.

Numeracy focus on Maths computation WRAT informing IEP targets for students (September 2014).

Further enhance the consistency in pupils’ engagement and evaluation of their learning through AFL, questioning and self-assessment.

Standardised AFL lesson sheets in place across the school (September 2014).

Marking policy updated (July 2014).

**Behaviour and Safety**

Further develop the IT system to ensure beyond any doubt the safety for all pupils and staff through:
- teaching pupils to be safe;
- having IT processes that minimise the risk to pupils.

Introduction of new ‘forensic software’ internet monitoring as replacement for the Securus – all internet access on all sites logged centrally.

Attendance and punctuality: in this highly mobile population continue to ensure that the remedial measures taken, that have greatly improved the attendance rate of pupils able to attend school, are fully entrenched and continue to result in above average attendance rates.

Constant review of overall attendance data and that of individual pupils.
Leadership and Management

<table>
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<tr>
<th>Review and develop the school’s pupil-focused vision statement.</th>
<th>New vision statement in place.</th>
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<tr>
<td>Improve parental engagement.</td>
<td>Parents alerted to Parent View link via school’s website.</td>
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<tr>
<td>Maintain safety in the school:</td>
<td>Local Authority EVOLVE online system in use for all trips.</td>
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<td>-for pupils;</td>
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<td>-for staff.</td>
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**Behaviour and safety**

Outstanding (1)

Evidence that supports this judgement:

- Pupils display excellent attitudes to school, each other, staff and learning. They behave exceptionally well in class, around the school and on visits. There are very few incidents because behaviour is very well managed by the staff in school supported by the headteacher.
- Most pupils conduct themselves with consideration for others as they move around the school. They treat resources including computers, science equipment and interactive whiteboards with great respect and use them safely and effectively.
- Most pupils are or quickly become very considerate of each other’s feelings, measuring their actions carefully with an awareness of their effects on others. They are also able to reflect on their own actions when things do not go entirely as planned. Pupils are noted for their consideration of each other and adults. The school receives numerous compliments about our pupils after visits.
- Their careful consideration of each other’s needs and feelings is very often seen in the support they provide to those in their class with complex needs.
- These personal qualities are often displayed when pupils work in pairs and groups during lessons and in the sharing of resources.
- All pupils from our wide range of socio-economic and ethnic backgrounds get along very well.
- Lessons are seldom disrupted as a consequence of poor behaviour/pupils’ distress. There are a minimal number of incidents that result in a substantial disruption to the pupils and other pupils’ learning (see Team Teach training of staff, observations and Learning Records, Incident/Accident records, Head’s report to Governors).
- The principal indicator of pupils’ excellent behaviour are the high levels of reintegration (one of the school’s main success criteria) indicating pupils have developed appropriate self-management skills, whilst at the school (see pupil records).
- The excellence of behaviour is further substantiated by lesson observations and learning walks. Evidence of exemplary behaviour is demonstrated by:
- Number of learners engaged and on task in lessons (observations and drop-ins).
- High proportion of pupils choosing to attend (attendance and punctuality data).
- The measured improvement in happiness of pupils over the period of their admission (see school-held data).
- Pupils' ability to work in groups successfully with other pupils experiencing difficulties (Museum & Archives project).
- Pupils observed supporting each other.
- Pupils at Snowsfields engaging in collaborative learning in range of subjects including PSHCE, Art and Drama projects (see Riverscross films evidence).
- Low level of learners' challenging behaviour as compared to that recorded prior to admission or in relation to the levels of incidents shown on the hospital wards (see pupil files and Accident/Incident forms).
- Positive RRS data change (see teacher records of pupils' behaviour - Head's reports to Governors).

- Pupils have a good regard for safe practices as evidenced by the very small number of incidents.
- Pupils enjoy very good relationships with staff and every pupil has at least one adult to whom they feel able to go confidently with a problem they might have (see pupil survey).
- Pupils and parents are aware of the school's policy on the safe use of the internet. Filter systems prevent pupils accessing undesirable web sites. Pupils are aware of appropriate and inappropriate use of cameras, the potential dangers of social media and the safe use of other technology.
- Pupils and parents are confident that issues requiring resolution are quickly identified and dealt with fairly and speedily. This is confirmed through questionnaires and conversations in which parents confirm and pupils state that they feel safe throughout the school and the day.
- The school prides itself on the high quality guidance and support provided to pupils which contributes significantly to their personal development.
- Teachers very quickly know their pupils well and numerous formal and informal meetings take place between all staff to discuss pupil welfare.
- The rate of attendance of pupils available for education, which had been good, is now outstanding. Punctuality is enhanced by school staff supporting ward staff in preparing pupils for school.
- In the past two years the number of sessions attended by our pupils has doubled while the number on roll has increased by less than 10 per cent.
- Provision of a safe and secure environment is understood to be the responsibility of all our staff, pupils and governors.
- Pupils are taught to take care of themselves.
- Child protection arrangements are robust and are in line with locally agreed procedures.
- The full range of safeguarding policies is in place, understood by all staff and followed.
- There are clearly defined roles and responsibilities in relation to Child Protection, all CP training is fully up-to-date and all permanent and temporary staff know how to identify concerns and who to go to with them.
### The quality of teaching

**Outstanding (1)**

Evidence that supports this judgement:

- The quality of teaching and learning is outstanding resulting in pupils’ outstanding progress and achievement. Across the school achievement is outstanding as monitored through observation, baseline to follow-up data, RRS data and learning records and scrutiny of work.
- Formative assessment is fully embedded in our daily practice and is an essential component of our providing pupils with individualised learning experiences. Each pupil’s learning is reviewed lesson-by-lesson in order that targets remain challenging. Subject-based assessment includes a range of teacher assessments using formal (past papers, test questions) and informal discussion and observation of pupil skills. This information then informs teaching plans and learning goals for each pupil (see learning records, learning walks, pupil reports, pupil interviews, lesson observations).
- In the Primary/Middle, Secondary/Post 16 and Snowsfields Education classes the groups are of mixed ability and age, based on their hospital ward of origin as well as their overall phase. Smaller targeted mathematics and English groups cater for more homogenous ability groups during the week as well as individual sessions, where needed, e.g., English as an additional language or public examination preparation sessions (see timetables, pupil records).
- Well managed allocation of resources has allowed for increased movement of teachers across the school to ensure subject specialists have time to address individual learner’s needs.
- There is a wholly individualised curriculum in the Intensive Treatment Programme for pupils with eating disorders based on close liaison with the pupil’s home school/college/trainer. ITP pupils are characterised by very high levels of commitment to work and very high achievement. For example, some pupils have been observed playing Latin Scrabble with their teachers. These pupils’ academic results are very high, including in relation to statutory examinations. They are at a level where progress is a challenge to measure – there is nowhere higher for them to go.
- Teaching assistants, very well managed by teachers, focus support on those pupils with the greatest needs, having liaised with the class/subject teacher beforehand (see learning records).
- Pupil management is highly effective with a low incident rate linked to constant risk assessment procedures and practice (see accident/incident records, Team Teach accreditation of staff and CPD records). Analysing the frequency of incidents per pupil while pupils are in school and while they are in the hospital wards (including those hours when they are asleep in the wards), there have been 72 per cent less incidents in school as on the wards over the last two years. This is a measure of our success at managing pupil behaviour. Given the reasons why pupils attend our school, we evaluate behaviour for learning to be outstanding.
- There is constant review of curriculum suitability for our changing and diverse pupil population (see team meeting records, records of paired SLT learner and teacher focused learning walks and Head’s reports to Governors).
- Teachers differentiate exceptionally well for the range of ability in their class / group. Differentiation can be seen in teachers’ planning, TA support, IEPs, individual targets and their inclusion in planning.
- Every lesson is planned on the basis of the outcome of the previous lesson and hence
pupils who are experiencing difficulties are instantly supported and challenged appropriately. While the further development of AfL is a constant feature in our School Development Plan, its use is an area of expertise of the school and fundamental to our pupils’ outstanding achievements.

- Gifted and talented pupils are identified when present (reference our very high mobility) and supported to encourage their skills and abilities. Such pupils take a particularly high level of responsibility in planning their own learning.
- Parents/carers are very supportive of their pupils’ work and of the school. Parent questionnaires are equally positive as those completed by pupils.
- Teaching promotes understanding and valuing of pupils’ diverse ethnic and social backgrounds well. Teachers use the diversity present in their classrooms to encourage understanding. There have been no racial or homophobic incidents in the past three years.
- All teachers use very good subject knowledge to motivate their pupils, teach at an appropriate pace so pupils work hard, use a very good range of teaching methodologies and techniques to interest pupils, and are skilled at 'thinking on their feet' and modifying their work and plans in response to pupils’ questions, statements, condition and understanding.
- Pupils benefit greatly from the highly developed skills of specialists among our staff, for example in science. Specialist and exemplary staff share their expertise with their colleagues. A characteristic of our school is the very strong team work and the eagerness of staff to learn from one another.
- Staff have high, appropriate expectations of all pupils.
- Teachers use ICT very well across the curriculum as a tool for teaching and learning. For example, science lessons in the laboratory can be viewed live by pupils in the secure areas of the school as well as in remote locations.
- Homework is set, where appropriate, and used to consolidate learning.
- Teachers mark all pupil work, usually on the same day. Pupils have structured opportunities to review marking and discuss it with their teacher.
- Teachers, teaching assistants and other staff demonstrate, through their behaviour and practice, that they value each pupil equally, regardless of their ethnic or other backgrounds and regardless of the manifestations of their illnesses. Hence, pupils experience an environment that reinforces community cohesion very effectively.
- The quality of our provision is constantly under review. Every week a meeting takes place to discuss those few pupils who have not been successfully reintegrated and what this school could have done differently. All pupils also have an exit interview to seek their views on the quality of provision. The findings from these two sources are used in planning and improving the quality of teaching as well as aspects of work related to personal development.
- As part of the school’s efforts to ensure successful reintegration of our pupils into the community, the school ensures that they have appropriate clothing, personal equipment and books to take home.

### Pupils’ achievement

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<th>Outstanding (1)</th>
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<td>Evidence that supports this judgement:</td>
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9
• Standards are outstanding. Our evaluation of standards takes into account the nature of the illnesses that our pupils are experiencing and our knowledge of standards at other hospital schools around the country.

• Measuring the attainment of the oldest year group for which the school caters does not adequately describe our school because pupil mobility is over 300 per cent. The standards and age of the oldest year group will fluctuate wildly over the course of weeks and months as pupils come and go.

• There is no such thing as a cohort that can be tracked across the school. Mobility is such that no such cohort exists – indeed there are teachers who have never taught the same group of pupils two days in succession.

• The age range of pupils is also entirely variable from week to week. There are no measures of relative attainment applicable to the school – this is a unique school. Hence the school has had to consider and adopt measures of standards that tell us something valuable about our school and most importantly are helpful in supporting the education of our pupils.

• The following is a range of such measures and their meaning for us. It is based on the summation of such measures that, given the circumstances of our pupils, we consider standards to be high.

1. Significant numbers of young people aged 16+ have no successful experience of accessing accredited qualifications prior to attending this school.

2. For Word Reading and Maths Computation, the progress of pupils on this test is exceptional compared to that of the general population of the same age - see Head's reports to Governors.

3. The school uses a teacher-based Reintegration Readiness Scale to evaluate the likely success of reintegration. All primary and middle school aged pupils are successfully reintegrated into school. The success rate for secondary pupils is somewhat less because the timing of discharge is often a clinical decision unrelated to educational needs. The RRS measures Self-Management of Behaviour, Self and Others, Self-Awareness, Self Confidence, Self-Organisation, Attitude, Learning Skills and Literacy Skills (see Head’s reports to Governors for the last three years).

4. The overall reintegration success rates are approximately 84 per cent, which is very high compared to the proportion of pupils in education on admission (46 per cent).

5. There are no statistically significant differences in the achievement of different groups of pupils, with the exception of mathematics, for pupils eligible for pupil premium, which is particularly high.

• Over the last 3 years pupils have sat many public examinations from Entry Level 1 through to ‘A’ level in a range of subjects including: Biology, Geography, Sociology, ICT, English language, English literature, Physics, Maths, Religious Studies, Chemistry, Adult Numeracy, Speaking and Listening, Writing, Reading, Psychology, Classical Civilisations, History, Italian, Citizenship and Business Studies.

• The school works on the principle that the more children can achieve, the more they can have time when they are not being determined by their illness. It is less traumatic for our pupils to be helped and supported to get through exams than it is for them to have to re-sit a year.

• Given the short period of time many pupils are with us we have, of necessity, developed a bespoke and comprehensive means of evaluating progress in the context of the individualised curriculum and learning programmes that we prepare.
with and for each pupil. The SLT monitors the complexity of each pupil’s learning objectives which flow from the individualised plans as part of this process. We track pupil progress by our evaluation of the increasing complexity of the learning objectives with which they are able to contend. This is a reflection of the increasing challenge presented to each pupil and the AFL data collected and recorded at the end of every lesson.

- Change in both the Maths and English assessments (using the Wide Range Achievement Test - WRAT 4) are above that expected from the mainstream population – an indication of exceptional progress. We analyse our results for a range of groups and there are no significant variations. In essence we have narrowed the gap for almost every group in the school. We continue to address the issue of pupils with significant learning difficulties.

- Measured improvements in the teacher-based Reintegration Readiness Scale results, when comparing entry (baseline) to follow-up, demonstrates overall outstanding progress.

- Characteristically, even our most needy pupils make exceptional progress. This is a result of our personalised approach to their learning (see individual ward teaching - timetables, introductory 'taster sessions' and pupil files).

- There is a very positive response to the school by pupils (see school's online and paper-based pupil feedback surveys and Happiness Line Measure data). Exit interviews with all pupils indicate a very high level of satisfaction with their experiences while in our school. Copies of the most recent analysis of exit interviews and comparisons over three years are available for scrutiny.

Other Measures of Achievement:

- As has been clearly accepted by previous Ofsted inspection teams, normal definitions of achievement based on standard and progress over time are not the only measures one should apply to this school. Above we have explained two very important other measures of progress – the rate of reintegration and the number and range of public exams sat. Later we will demonstrate that attendance rates also constitute an important marker of success by our pupils.

- Outside of these broad parameters, measures of success can be almost as numerous as the number of pupils attending our school. This is because success here is about helping our young people to overcome their particular problems or meet their particular needs.

- Given their presence in our school because of their psychiatric assessment, the success of each of our children is built upon improving their coping strategies. This is contributed towards by teachers as much as by doctors. Hence, three fairly common measures of achievement are getting control of one’s own inappropriate behaviour, learning to be polite in one’s dealings with other people and developing a positive attitude to learning, replacing an often very negative attitude. Numerous case studies are available to see such personal development taking place and the very significant impact such development has on standards and progress (see annual reports on pupil progress 2011-2014).

Leadership and management

Outstanding (1)
Evidence that supports this judgement:

- The headteacher and senior leadership team provide an exceptionally clear direction for the school and are committed to pupils making the best possible academic progress, significant personal development and being successfully reintegrated in their communities. The school benefits from a reflective and active SLT who constantly review and develop practice within the school (see SLT minutes, Fortnightly Feedback Forms, review of past pupils’ experiences to inform future practice).
- The headteacher and senior team receive the full support of the remaining members of staff and governors.
- Every teacher accepts that the driving up of standards, pupil well-being and personal development is everyone’s responsibility.
- School development planning sets challenging targets for staff at all levels to meet. In effect the plans are the method for embedding challenge and ambition in the minds of all staff and governors. The SDP, the programme of CPD and staff appraisal are seen as a continuum designed to help pupils achieve their potential.
- Target setting is exceptionally well developed at an individual pupil level in relation to achievement and attendance. It drives our day to day planning for each pupil.
- All stakeholders are committed to the school’s development cycle - school evaluation identifying development needs, planning to meet those needs and then re-evaluating to ensure the needs have been met.
- The effectiveness of our methods for embedding ambition and driving improvement can be seen in the following key results:
  - Outstanding achievement by pupils.
  - Pupils’ outstanding personal development.
  - High success rate in the reintroduction of our pupils to their home school or college.
  - The successful resolution of previous Ofsted action points.
  - High levels of staff morale and low sickness levels well below national average for teachers, TAs and administrative staff (see Well-Being staff survey).
- The leadership and management of teaching and learning are excellent and result in the outstanding quality of teaching and learning.
- There is structured fortnightly feedback from the SLT on learning and teaching-compliance and progress, enabling constant review and further development of the approaches for school improvement (see meeting minutes).
- There is very precise quality control on the content of learning records resulting in clarity and conciseness of learning objectives within Learning Records (see records from fortnightly monitoring with SLT members).
- The management of teaching and learning is recognised by all staff as a shared responsibility.
- Monitoring of the quality of teaching is undertaken by the Headteacher and leadership team.
- The outcomes of lesson observations are fed back as appropriate to the individual teachers or collectively in the context of CPD.
- Observations are either of the general quality of teaching, subject based or particular elements of teaching, such as the use of AFL, the setting of learning intentions.
- The leadership team monitor the outcome of AFL and the manner in which learning objectives are increasing in complexity over time.
• Because of the individualisation of our curriculum, planning and teaching to meet the needs of every pupil, the SLT provides quality assurance of IEPs across the school (see SLT minutes).

• Hence, within the management of the quality of teaching and learning, emphasis is placed on accurately evaluating the extent to which the school is meeting the needs of individuals. Intervention strategies are employed as and when the need is identified.

• There are high levels of skills and experience in the leadership team and within the staff in general:
  ➢ Three members of staff with an NPQH.
  ➢ Leading Teacher – Science.
  ➢ Additional specialisms from visiting teachers/instructors in ICT, Music Technology, Drama and Sport.
  ➢ Additional expertise from TAs - Music Technology, Sport, Augmented Communication.

• The high levels of skills and experience among our TA staff are exemplified by several having moved onto professional qualifications in: Play Therapy, Clinical Psychology, Art Therapy, Social Work, Computer Programming and Teaching.

• As described elsewhere in this SEF the school employs innovative and imaginatively adapted models of progress and needs assessment - WRAT, RRS development and evaluation, lesson evaluations.

• Through the baseline assessments, initial literacy and numeracy targets are developed; subsequent targets are based on a developmental progression from these or are informed through assessment for learning, monitored by the SLT (see Head's reports to Governors and SLT meeting minutes).

• Through curriculum and IEP meetings, individual pupil targets are reviewed with the SLT (see Pupil records).

• The school takes heed of comment and suggestions it receives through innovative, school-developed online feedback surveys for pupils and parents/carers. Consultations with ward managers and medical consultants have helped shape our provision.

• There have been many changes in the composition of our Governing Body since the last inspection. We have been fortunate to attract a range of knowledgeable governors with specific expertise that supports our work, such as ICT and education.

• Governors fulfil all their statutory responsibilities well and are full partners in the strategic direction of the school.

• Governors and senior management ensure that pupil premium money and sports premium money are used specifically to meet the needs for which they are granted.

Overall effectiveness, including the promotion of the pupils’ spiritual, moral, social and cultural development and the extent to which provision meets the needs of the range of pupils including disabled pupils and those with special needs.

Outstanding (1)
Evidence that supports this judgement:

The overall effectiveness of the school is outstanding because:

- Achievement is outstanding.
- Quality of teaching is outstanding.
- Pupils’ behaviour and safety is outstanding.
- Leadership and management is outstanding.
- The extent to which provision meets the needs of the range of pupils including disabled pupils and those with special needs is outstanding.

(NB: the school has not had cause to make early years provision for several years.)

In addition:

- Given their prior life experiences and the range of individual challenges they face, the extent of pupils’ spiritual, moral, social and cultural development is outstanding.
- Pupils develop a strong set of values, principles and beliefs based on the school’s ethos and most have a keen awareness of right and wrong. This results in their excellent behaviour. Most pupils very effectively take responsibility to manage their own behaviour.
- Pupils have an excellent understanding of the community and their role and responsibility to the school and wider community. They put their understanding into action in their support of charities through fundraising. They raise funds for local, national and international charities, often taking the initiative to do so. They are very aware of advantage and disadvantage and their responsibility to support those who are disadvantaged.
- Pupils are increasingly considerate of each other’s feelings, measuring their actions carefully with an awareness of their effects on others. Pupils readily reflect on their own actions when things do not go entirely as planned.
- Their consideration of each other’s needs and feelings is very often seen in the support they provide to those in their group with particular needs.
- PSHCE and assemblies help pupils to consider issues and debate them in a mature and reflective way.
- There is respect for and appreciation of differences in culture, faith, etc. which is fostered through the curriculum, PSHCE and assemblies.
- All cultures in the school are celebrated through music, dance, art, drama, literature, geography and history in the curriculum and through special events and assemblies. There is broad diversity in school, with pupils from a wide range of ethnic, regional, international, religious and socio-economic backgrounds. Pupils show great respect for diversity including in religious practice and observance (see timetables, learning records, pupil reports).
- Pupils celebrate Black History Month and have a very good understanding of the contribution to society of a wide range of people from different ethnic minority groups. Pupils from all ethnic groups present in the school get on very well together and show a high level of respect for each other.
- Pupils are noted for being polite and well mannered.
- Pupils consistently work hard with enjoyment and a desire to succeed. They cooperate well in lessons and use equipment sensibly.
- Music and music technology play an important part in our pupils’ lives and are readily supported by the school (timetables, work records).
- Among the social activities much enjoyed by pupils are our sports day, PE programmes and swimming (see head's reports and photographic data).
- Our provision for SMSC plays a very important role for pupils who are facing a difficult time in their lives. We compensate for this by providing them with opportunities they would not otherwise have for expanding their cultural knowledge through enjoyable activities such as visits to theatres, art galleries and landmarks.
- Each month we make available £200 to the pupil who has achieved the most – not necessarily academically. The winner is able to choose how the money should be spent for the benefit of everyone. This further enhances pupils’ levels of social maturity and responsibility. This project is funded by The Jack Petchey Foundation.