

Frederick Hugh House

Independent school standard inspection report

DfE registration number	207/6006
Unique Reference Number (URN)	136151
Inspection number	366874
Inspection dates	18–19 May 2011
Reporting inspector	Mark Lindfield HMI

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2011



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

The school is a small, independent day school. It is located in a residential and commercial area of the Royal Borough of Kensington and Chelsea, in London. The school is managed by a board of trustees. The premises have been converted to create a suitable learning environment for primary pupils with moderate learning difficulties and/or disabilities. This is the school's first inspection since it opened in January 2010. There are currently five pupils on roll aged between five and eight years. One pupil attends part-time and one child is following the Early Years Foundation Stage framework. No children are in receipt of nursery funding. One pupil has a statement of special educational needs. Nine staff work in school, including qualified physiotherapists, an occupational therapist and a full-time speech and language therapist.

Within a Christian ethos, the school's stated aims are to provide 'a holistic education for children with moderate learning delay. We seek to create a stimulating, happy, caring environment where all children can develop their unique qualities and talents, their communication skills and social relationships. We also aim to build children's independence skills and self-confidence.'

Evaluation of the school

Frederick Hugh House provides a good quality of education supported by a good curriculum that meets pupils' needs well. The daily provision provided by specialist therapists is a strength and contributes strongly to the good progress made by pupils. Teaching and assessment are good with all staff providing a caring and supportive environment for learning. The overall effectiveness of the Early Years Foundation Stage is good. Safeguarding arrangements are very robust. The school meets all the regulations.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

Quality of education

The curriculum is good. It pays due regard to the Early Years Foundation Stage requirements and provides pupils with good experiences across all areas of learning. It covers all National Curriculum subjects and appropriately focuses on developing pupils' basic skills. Planning across all subjects is based around a theme of study each half term. Provision includes opportunities for pupils to produce a presentation of their work and time is spent revisiting key concepts so that learning is consolidated and extended. Medium term planning sets out clear objectives; indicates suitable activities and resources and promotes key vocabulary. Schemes of work provide clear routes of progression that enable pupils to acquire literacy and numeracy skills at a good rate. An effective personal, social, health and citizenship (PSHCE) education programme is in place. Personal, social and moral activities are woven into many aspects of the school day and there is weekly circle time where pupils talk about school life and explore their feelings. Such work successfully develops pupils' social and emotional skills and their awareness of the needs of others.

Individual education plans are of good quality. They are reviewed every three weeks, by all staff, and the outcomes from staff discussion inform the next steps in pupils' learning. Staff work closely together and plan around common themes. However, on occasions, curriculum plans do not reinforce specific learning points across the curriculum. For example, in English lessons pupils were introduced to the letter 's' but this was not covered in individual speech and language therapy sessions nor were opportunities provided at play times and in other lessons to reinforce letter and sounds work.

The quality of teaching and assessment is good. Provision enables pupils to make good progress both academically and in their personal development.

An important strength is the impact made by the various therapists employed by the school. The full-time speech therapist develops pupils' speaking and language skills effectively both in individual therapy sessions and when working alongside subject teachers. Particularly noteworthy is the school's deployment of teachers and therapists during lunch and break times where they make a strong contribution to developing pupils' expressive language and imaginative skills as they play. The occupational therapist provides excellent support during lessons completing detailed assessments of pupils' accomplishments to improve pupils' coordination and physical dexterity. Assessment information is generally used effectively to ensure work is suitably matched to pupils' specific needs.

The school day starts briskly with pupils following a trail of activities, such as bouncing on a small trampoline and standing on musical stepping stones. During activities staff provide good support to improve pupils' communication and numeracy skills through singing songs and by counting numbers displayed on walls. Staff get to know pupils well and develop close and supportive relationships with them. Teachers

and therapists use pictorial displays effectively, referring to them regularly, so that pupils are clear about the structure and sequence of learning. Good quality resources and facilities are used well to enhance pupils' learning. Interactive whiteboard computers are located in classrooms although staff occasionally lack confidence in using them to fully engage and extend pupils' learning, particularly in mathematics. Nevertheless, in an outstanding lesson, very good team work and exceptional use of information technology brought the story of Goldilocks and the Three Bears to life. Pages of a book were displayed across an entire wall and the accompanying lively story telling ensured rapt attention, laughter and high levels of participation. The lesson developed pupils' speaking skills effectively and good use was made of resources such as vapour clouds, music and lighting to create an imaginary forest, to stimulate and increase pupils' enjoyment of learning.

Assessments are made after every lesson to check if pupils have achieved key objectives. The information gained from assessment informs future planning and provides a clear picture of pupils' current attainment. For example, assessments after circle time activities record individuals' social and emotional development. Occasionally assessments of early language development are less precise. They do not always provide sufficiently accurate information to bring about more rapid linguistic improvement. The school uses national benchmarks effectively to monitor pupils' progress over time. However, the school currently lacks formal procedures to more closely evaluate the impact of specific strategies and interventions on pupils' progress. The school plans to formally record pupils' progress using a computer programme.

Spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy school and readily engage in a wide range of activities. The school supports pupils with a range of medical needs, some of whom find it hard to attend school regularly. The school monitors attendance carefully and works closely with families to ensure attendance is good. Pupils have very positive attitudes to learning and react well to the caring and supportive approach of adults. The school is successfully promoting considerate attitudes amongst the pupils. Behaviour management systems are effective and consistently applied and this results in good behaviour. Individuals with occasional challenging behaviour respond well to gentle prompting and the setting of clear boundaries by staff. Pupils are encouraged to develop their turn taking and social skills in all lessons. Pupils make a positive contribution to the life of the school. For example, pupils help out at snack and meal times and do jobs around the school.

Pupils' spiritual development is good. Candle time at the end of the school day provides a good opportunity for pupils to reflect on the day and concludes with blowing out a lit candle and a good bye song. Photographs taken daily are used effectively to recap main events and when taken home enable pupils to reflect on their learning with their families. Strong partnerships with local schools, as well as regular trips and visits, help to develop pupils' appreciation of the wider world and

public institutions. The school is an inclusive and welcoming environment where staff, the wider curriculum and multicultural resources help to promote pupils' good understanding of other cultures and faiths.

Welfare, health and safety of pupils

Arrangements for the welfare, health and safety of pupils are outstanding. Staff care exceptionally well for pupils and pay very good attention to their well-being. The school promotes healthy lifestyles. Pupils understand the need to have a balanced diet and the importance of eating healthy food. For example, they shop locally for fresh ingredients and cook healthy meals in the well resourced kitchen area. Pupils' behaviour is good because staff place a strong emphasis on promoting good behaviour and reinforce codes of conduct effectively. The school has rigorous procedures in place to ensure pupils' health and safety. Safeguarding arrangements are very robust. Procedures are understood by all staff and are communicated to parents and carers. Staff training, including child protection, first aid and fire safety, are up-to-date and the school's child protection policy contains clear procedures for recording and monitoring any child protection concerns. The school has completed comprehensive evaluations of fire, health and safety procedures and any recommendations from external consultants have all been suitably acted upon. Procedures to administer medicines and apply first aid are clear and consistently applied. The school provides appropriate specialist lifting frames on each floor to facilitate the evacuation of pupils in an emergency. All portable appliances have been recently tested as required. Robust risk assessments are in place and are reviewed on every occasion that pupils attend off-site activities. Staff complete additional assessments to ensure that any hazards are identified and monitored. The school has made good arrangements to ensure that the requirements of the Disability Discrimination Act 1995, as amended are met.

Suitability of staff, supply staff and proprietors

All the required checks to ensure the suitability of staff, trustees and others to work with children have been completed effectively. Record keeping is well organised and all the necessary information is recorded in the single central record.

Premises and accommodation at the school

The premises provide a high quality learning environment that enables effective learning and keeps pupils safe and secure. The school is modern and well equipped. There are specialist facilities for science, physical education and food technology. There is a library and an excellent sensory room. In the sensory classroom there is a computer that projects images alongside equipment that creates smells and water vapour to stimulate pupils' senses. The school pays good attention to Disability Discrimination Act requirements with classroom design taking account of pupils' needs. For example, interactive computers can be raised or lowered easily to suit individual requirements. Lifts and ramps provide ease of access to all areas of the

school and this includes an outdoor area containing raised garden beds for plants and vegetables. The school has an appropriate room for pupils who are ill. It is well equipped and is supervised by fully qualified staff.

Provision of information

Parents and carers are fully involved in their children's learning and development and they receive all the required information. They regularly get helpful advice and guidance from class teachers and therapists and appreciate the daily photographs that show their children taking part in activities. Parents and carers are strongly supportive and recognise the caring and helpful approach of staff and the benefits that their children derive from the education provided. Those pupils with a statement of special educational needs have not attended for a full academic year. Consequently, the school has not yet submitted an annual statement of income received and expenditure incurred by the school for those pupils wholly or partly funded by the local authority. Plans are in place to do so in order that regulations are met.

Manner in which complaints are to be handled

The school's complaints procedure complies with regulatory requirements.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation is good. Provision, outcomes and the leadership and management of this phase are also good. Children enjoy school because they are provided with an interesting range of activities that meet their needs effectively. Regular physical activities and therapy sessions help children make good progress in developing their physical coordination skills. Children also make good progress in developing their communication, numeracy and knowledge and understanding of the world. They regularly prepare healthy meals so gain an awareness of how to keep healthy. They play well on their own and are curious; for example, there was sheer delight during a creative activity when children used shaving foam to make circular motions in time to music. Children demonstrate good safety awareness holding on to hand rails and climbing stairs independently. Indoor activities are of good quality and learning is promoted effectively outdoors. However, on a few occasions indoor learning did not always freely flow outdoors. This resulted in some missed opportunities to develop children's knowledge and understanding of the environment, weather and seasons. Overall, there is a good balance between adult-led activities and children learning through independent activities.

Staff consistently use good teaching methods, such as open ended questions and demonstrate effective use of language which enables children to develop their communication skills at a good rate. Staff are effectively deployed and good use is made of specialist therapists so that specific learning needs are met. Assessment information is used well to plan a range of stimulating activities that children enjoy.

Leaders and managers are focused on helping children make good progress and high priority is given to developing children's basic skills. There are effective measures in place to safeguard children. Good teamwork and good attention to children's welfare ensures children feel safe, secure and behave well. All staff supervise and support children well during the school day and this impacts positively on children's good personal and social development. The school has established good relationships with parents and carers and takes close account of their views and preferences in the daily care and education of the children.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- develop more formal recording of pupils' progress using information technology in order that the school more closely monitors the impact of specific strategies and interventions
- ensure staff reinforce specific learning points across all areas of the curriculum so that pupils make maximum progress
- increase opportunities for indoor activities to be continued and further developed outdoors.

Inspection judgements

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
--	---	--	--	--

The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		√		
The quality of provision in the Early Years Foundation Stage		√		
The effectiveness of leadership and management of the Early Years Foundation Stage		√		
Overall effectiveness of the Early Years Foundation Stage		√		

School details

School status	Independent		
Type of school	Special		
Date school opened	January 2010		
Age range of pupils	5–8 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 2	Girls: 2	Total: 4
Number on roll (part-time pupils)	Boys: 1	Girls: 0	Total: 1
Number of pupils with a statement of special educational needs	Boys: 1	Girls: 0	Total: 1
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£44,640		
Address of school	48 Old Church St, London, SW3 5BY		
Telephone number	0207 349 8833		
Email address	tanyajamil@federickhughhouse.com		
Headteacher	Tanya Jamil		
Proprietor	Frederick Hugh Trust		