

# The School for Profound Education

Inspection report

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|--------------------------------|---------------------|
| <b>Unique reference number</b> | 134902              |
| <b>Local authority</b>         | Surrey              |
| <b>Inspection number</b>       | 381757              |
| <b>Inspection dates</b>        | 28–29 February 2012 |
| <b>Lead inspector</b>          | Denise Morris       |

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

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|--|---|
| <b>Type of school</b>                      | Special   |
| <b>School category</b>                     | Non-maintained  |
| <b>Age range of pupils</b>                 | 5–19  |
| <b>Gender of pupils</b>                    | Mixed   |
| Gender of pupils in the sixth form         | Mixed   |
| <b>Number of pupils on the school roll</b> | 27  |
| Of which, number on roll in the sixth form | 11  |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Dr Mary Greenway  |
| <b>Headteacher</b>                         | Jan Cunningham  |
| <b>Date of previous school inspection</b>  | 4 November 2008   |
| <b>School address</b>                      | Tadworth Court<br>Tadworth Street<br>Tadworth<br>KT20 5RU |
| <b>Telephone number</b>                    | 01737 365810  |
| <b>Fax number</b>                          | 01737 365819  |
| <b>Email address</b>                       | Thechildrenstrust.org.uk                                  |

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|---------------------------|---------------------|
| <b>Age group</b>          | 5–19                |
| <b>Inspection date(s)</b> | 28–29 February 2012 |
| <b>Inspection number</b>  | 381757              |



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## Introduction

Inspection team

Denise Morris

Additional inspector

This inspection was carried out with two days' notice. Nine lessons were observed, several of them jointly with the headteacher over a period of four hours. Five different teachers, therapists and support staff were observed. Meetings were held with school leaders, governors, teachers, learning support assistants, therapists and students. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school planning documents, pupils' assessment data and individual education plans, and school monitoring reports. The views of nine parents and carers who responded to the inspection questionnaires were also taken into account.

## Information about the school

The School for Profound Education, formerly St Margaret's, is a smaller-than-average special school. It is part of the Children's Trust, a registered charity, and is set in the Trust's extensive grounds. It caters for learners with profound and multiple learning difficulties (PMLD) and complex medical needs, including degenerative conditions and additional sensory impairments. There are currently five primary-aged pupils in Years 2 to 6. The school is open for 48 weeks of the year, but also provides 52-week placements for 18 learners. It provides full-time boarding provision for up to 33 learners in 3 boarding houses on site. A college for older students up to the age of 25 shares the same site. The school benefits from a coordinated site service from doctors, nurses, therapists and care staff within a 24-hour curriculum. All learners have a statement of special educational needs. Most are of White British origin and a small number are from minority ethnic groups. Learners come from a wide geographical area covering 24 local authorities. The headteacher and the governing body manage both care and education in the school. The Children's Trust has Investor in People and Investor in Volunteers awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

|                                       |          |
|---------------------------------------|----------|
| <b>Overall effectiveness</b>          | <b>2</b> |
| <b>Achievement of pupils</b>          | <b>2</b> |
| <b>Quality of teaching</b>            | <b>2</b> |
| <b>Behaviour and safety of pupils</b> | <b>1</b> |
| <b>Leadership and management</b>      | <b>2</b> |

## Key findings

- This is a good school. It has consolidated its strengths since the previous inspection and made good improvements to the curriculum and to the assessment of pupils' achievements. The sixth form is also good. The school is not outstanding because there are a few inconsistencies in the quality of teaching across the school that lead to a dip in progress in a small number of lessons.
- All groups of pupils achieve well. They make the best progress in their communication skills because of the wide range of high-quality aids and resources that enable pupils to make choices, respond to questions and complete tasks. Students in the sixth form also make good progress.
- Teaching is mostly good with some that is outstanding. Teaching typically extends pupils' skills and ensures that pupils have equal access to an exciting range of learning opportunities. In a very few lessons, the pace of learning drops because teachers do not plan enough activities to keep each individual focused on their tasks and expectations are not high enough. Assessment is used well to inform staff how well pupils achieve and now provides a clear picture of pupils' successes.
- Behaviour and safety are outstanding. Parents and carers overwhelmingly say that the school is safe and secure and that behaviour is excellent. Attendance is high. Pupils are sensitively and very well cared for.
- The headteacher, along with other leaders and the governing body, has created a welcoming ethos in which pupils thrive and are valued. The extensive grounds provide a picturesque backdrop for outdoor learning, contributing well to the good curriculum and pupils' spiritual, moral, social and cultural development. School leaders know the schools' strengths and weaknesses and have built capacity by managing the performance of teaching well and by underpinning the curriculum with high-quality therapies which contribute effectively to the health and well-being of pupils.

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

- Improve the consistency of teaching so that the pace of learning is at least good, and outstanding in most classes, by July 2012 by:
  - ensuring that all teachers have high expectations for what the pupils can do
  - making sure that sufficient tasks are planned and taught in every lesson so that each pupil is challenged by the work set
  - sharing current good practice more effectively.

## Main report

### Achievement of pupils

Pupils' attainment on entry to the school is extremely low because of their disabilities, their special educational needs and their medical needs which impact on their learning. Nevertheless, in the main, all groups of pupils, including girls and boys and the few from minority ethnic groups, as well as those in the sixth form, achieve well in communication and personal skills given their starting points. They acquire the skills to help them continue to make progress in these areas in the future. Parents and carers rightly agree, believing their children make good progress. When students in the sixth form leave the school to go to the on-site college, most have undertaken some vocational work such as helping at the school coffee morning. Almost all pupils make better-than-expected progress in communication because of mostly careful planning and some exciting tasks. Just occasionally, achievement dips because pupils are required to wait too long while each one has a turn. This was evident particularly at the start of the day in 'Good Morning' sessions when pupils were given one question each to answer in almost half an hour.

For some pupils, their progress and achievement are outstanding. This is particularly the case in individual sessions when pupils each work with a teacher or teaching assistant on their own tasks. At these times, the excellent range of communication aids is used creatively and pupils work at a fast pace. For example, students in the sixth form were able to make good progress as they used communication aids to identify the date and the weather at the start of their session. They responded well to questions by pressing their switches to provide answers, with staff prepared to wait as long as necessary for students' responses.

Pupils across the school develop good confidence in adults and know that there is always someone to support them. This was evident during a bike riding session where pupils were able to show some independence as they attempted to pedal around the grounds, relishing the open air. Throughout the school, highly flexible provision enables individual programmes of learning, well matched to pupils' needs, to take place. For example, these often consist of extended sensory awareness sessions, structured speech and language activities or physical therapies.

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## Quality of teaching

Parents and carers have an accurate view of the overall good quality of teaching within the school. Teachers regularly enthuse and inspire pupils and the curriculum effectively promotes their learning. Questioning is a particular strength in many lessons. Teachers encourage pupils to develop the skills to respond vocally or through the use of pre-programmed switches. This was exemplified by pupils in Years 7 to 9, who benefited from individualised learning programmes as they developed their skills in using their switches to talk to others and respond to questions. Several were able to point out a particular picture that was requested or make a valid choice of activity from two or three options. Some excellent use of multicultural resources extended pupils' awareness of materials outstandingly well. Just occasionally, the pace of learning slows when there is too much turn-taking. For example, younger pupils were able to recognise different stimuli as they focused on developing their looking and listening skills, but turn-taking limited the pace of their responses and some adults were not used well enough to encourage and support individual pupils to encourage a faster response. Tasks to promote the strong spiritual, moral, social and cultural ethos are fully planned for to help pupils learn about their responsibilities and to help them celebrate the different cultures of the pupils in the school. A recent food tasting day extended their awareness of Jewish customs, for example.

The experienced staff team mostly works very well together. Staff have a clear focus on improving pupils' communication and independence and work in close collaboration with staff from the full time boarding provision. Their effective behaviour-management techniques and secure knowledge of each individual pupil result in positive relationships, ensuring that lessons are calm. The new and accurate procedures for assessing pupils' skills are beginning to show pupils' rates of progress over time. Pupils' files are regularly updated and show good photographic and annotated evidence to illustrate their positive progress.

## Behaviour and safety of pupils

Pupils' behaviour was judged as outstanding at the previous inspection and has remained so since that time. Evidence to support this can be seen in the views of parents and carers who are highly positive about behaviour and safety. 'I have absolutely no concerns about my child's care,' is a typical comment from parents and carers. Although pupils were unable to respond to the inspection questionnaire, they respond to questions through switch-operated communication aids supported by staff. They know that adults are always there for them if they have any concerns. A focus on positive behaviour is reflected in the friendly and welcoming way in which pupils are greeted as they arrive at school. The curriculum supports pupils' outstanding behaviour and safety with key emphases on developing independence, decision making, and how to stay safe. The school ensures systematic and consistent management of behaviour through rewards.

The quality of relationships within the school is exceptionally good and provides

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positive role models for pupils. Parents and carers say that there is no bullying of any kind at the school and no evidence of any bullying was seen in records. Pupils do not have the ability to take part in cyber-bullying or prejudice-based bullying related to disability, special educational needs, sexual orientation, race, religion or gender. Pupils behave exceptionally well in lessons and around the school. They listen carefully, often waiting patiently while a classmate attempts to communicate or press a switch. Attendance is high despite the high number of pupils who have acute medical conditions. Teachers regularly plan tasks to enable pupils to make and market goods such as cakes to raise money for different charities. Pupils are encouraged to use these activities to prepare for their futures.

**Leadership and management**

There has been good improvement since the previous inspection, particularly in the curriculum and in assessment. Leaders and managers, including the governing body, are strongly focused on further improvement and have a clear vision for the future. They have demonstrated their strong capacity to improve by good-quality self-evaluation, which identifies clearly what has already been achieved and what still needs doing. For example, strong emphasis on reviewing and improving the curriculum in 2011 has resulted in a good range of tasks that are appropriate to pupils' abilities and needs and which can be measured to show progress. The range of therapeutic approaches has increased and some additional provision, such as the new hydro-therapy pool, has been introduced. These additions, together with the rebound therapy, the outdoor activities such as pony and trap riding, the camping trips at Centre Parks, the many visits into the community and sailing on the Solent, have extended their experiences considerably. All of these provide some relaxing and some exhilarating opportunities for pupils who otherwise would have difficulties undertaking any physical activity. Additionally, senior leaders have recently been working closely with local schools to develop joint opportunities for staff as part of the good management of performance. They have extended provision for students in the sixth form by introducing accreditation, helping to better prepare students for their futures. The impact of professional development is evident in the high levels of skill that most staff exhibit and their expertise in supporting and caring for all pupils, regardless of their need, showing a strong commitment to equal opportunities. Not enough has been done to share these skills amongst all staff.

Very good partnership work with parents, carers and external agencies promotes the well-being and achievement of pupils. The effective promotion of pupils' spiritual, moral, social and cultural education is evident in their positive attitudes and their high attendance. Parents and carers comment very favourably on the impact the school has on their children's lives with typical comments such as, 'It is a very happy environment and our son thrives. He enjoys the many varied activities and staff have a wonderful understanding of learners'. Leaders and managers ensure that they are effective in tackling discrimination in school. They have a strong commitment to equality for each individual pupil. The school's arrangements for safeguarding pupils fully meet statutory requirements and give no cause for concern.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 46  | 46   | 8            | 0          |
| Primary schools      | 8   | 47   | 40           | 5          |
| Secondary schools    | 14  | 38   | 40           | 8          |
| Special schools      | 28  | 48   | 20           | 4          |
| Pupil referral units | 15  | 50   | 29           | 5          |
| All schools          | 11  | 46   | 38           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Attendance                 | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.   |
| Behaviour                  | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.                            |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.  |
| Overall effectiveness:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety                     | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 March 2012

Dear Pupils

**Inspection of The School for Profound Education, Tadworth KT 20 5RU**

Thank you for the welcome you gave me when I inspected your school recently. It was lovely to meet and see all the lovely things you do at school. I was particularly impressed with your bike riding. Well done for that. I really enjoyed visiting the coffee morning with those of you in the sixth form and trying out the cakes you had made.

It was very clear from the answers to the questionnaires that I received from your parents and carers that you are happy at school and that your parents are pleased with your education. There are lots of good things in your school, such as your good achievement and your high attendance. Your headteacher and the other managers are also doing a good job. They keep you very safe and secure. I thought your behaviour was outstanding. Well done!

Sometimes there are not enough tasks for you in your lessons. I am asking your teachers to provide more for you to do so that you all have the chance to do more and do not have to wait too long for a turn. You can help with this by trying to do a bit more in each lesson. I am asking your leaders to check that you all have enough to do in your lessons. I am sure you will want to help with this.

Thank you again for your welcome.

Yours sincerely

Denise Morris  
Lead inspector

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