

# Marjorie McClure School

## Inspection report

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<b>Unique Reference Number</b>	101697
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	355051
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	Stephen McShane HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	4–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	89
Of which, number on roll in the sixth form	19
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Knowles
<b>Headteacher</b>	Denise James-Mason
<b>Date of previous school inspection</b>	30 June–1 July 2008
<b>School address</b>	Hawkwood Lane Chislehurst BR7 5PS
<b>Telephone number</b>	020 8467 0174
<b>Fax number</b>	020 8467 3275
<b>Email address</b>	admin@mmc.bromley.sch.uk

<b>Age group</b>	<b>Error! Reference source not found.</b> <b>Error! Reference source not found.</b> <b>4–19</b>
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Sixteen lessons and two assemblies were observed. Inspectors held meetings with pupils, governors and staff. They observed the school's work, looked at evidence of pupils' work, and scrutinised the assessment information the school has collected on pupils' progress. Fifty four parental questionnaires were returned and examined by the inspection team along with those completed by staff and pupils.

## Information about the school

All pupils at Marjorie McClure have a statement of special educational needs. The very large majority of pupils have a physical disability or medical needs. A large proportion have additional learning needs, sensory impairments or speech and language difficulties. Three quarters of the pupils are White British. A few pupils speak a language other than English at home. Two thirds of pupils are boys.

Marjorie McClure is a specialist school for Special Educational Needs Physical Development. The school is co-located with an academy.

**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</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>1</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- Marjorie McClure is a good school with a strong sense of community that values each individual pupil, whatever their special educational needs or disability.
- Pupils enjoy learning and achieve well throughout the school. They gain a range of qualifications and make good progress in acquiring literacy, numeracy and communication skills, as well as appropriate life skills to prepare them for adulthood.
- Behaviour is outstanding. Pupils work very diligently throughout the day. They are extremely polite and engaging. They say they feel very safe at school and their parents and carers agree. They are very reflective. As they go through the school, they develop a keen understanding and respect for others and, through their actions, make an exceptionally strong contribution to ensuring that the school is a happy place and a very positive experience.
- Teaching is good overall. It is outstanding in some respects but its quality is inconsistent. All lessons are led by enthusiastic teachers and, as a result, pupils are engaged. The best lessons are finely tuned to each individual pupil so that the level of challenge is just right to ensure the best possible progress.
- Marjorie McClure is led by passionate senior leaders who, with energetic and motivated staff, ensure that the school runs well and pupils are skilfully cared for. The curriculum meets the needs of its wide range of pupils very effectively, with a successful partnership with the academy offering GCSE and A-level courses.
- The school has a wide variety of assessment information to monitor the progress of pupils. Currently, however, this information is not used to its full effectiveness so that leaders, including governors, can efficiently and confidently identify strengths and areas for further development.

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

- Refine the use of the wealth of assessment and monitoring information so that it:
  - informs teaching consistently to ensure that in all lessons, pupils are making the best possible progress
  - enables middle and senior leaders to identify any underachievement and take appropriate steps more quickly and systematically
  - gives governors a clearer overview so that they can better challenge the school and support further improvements.

## Main report

### Achievement

The school's own data and the staff's detailed knowledge of each pupil show that all groups of pupils make good progress, and this picture was confirmed by observations made during the inspection. Pupils leave the school with a range of accreditation and qualifications, including GCSEs, A levels, Entry level, Functional Skills and awards from Trinity Arts and Award Scheme Development and Accreditation Network (ASDAN). Pupils are enthusiastic learners and enjoy learning. Children in the Early Years Foundation Stage are very engaged and interested. They learn to make choices and acquire effective early learning skills. Pupils throughout the school learn to communicate effectively using vocalisation or spoken word, alternative and augmentative communication systems, symbols or sign. They acquire good skills in reading relative to their starting points, for example in recognising pictures, learning rhymes, reading the most common words or reading the work of authors, discussing favourites and experiencing success in accredited courses in English. Pupils acquire good independence skills. They work diligently at their own learning, are confident around the school and in the sixth form, consolidate their essential life skills such as budgeting, cooking meals and self care.

### Behaviour and safety

Pupils are exceptionally enthusiastic learners and are exceedingly loyal to their school. One example of their keen commitment is their passionate singing of their school song. They work very well together. In the Further Education Group, for example, the pupils demonstrate their mature attitudes and teamworking in their business enterprise project, demonstrating that they can carry out different roles cooperatively, including leadership. On the playground, they apply the very good skills, learned in physical education lessons, of teamwork and fair play. They are extremely respectful of each other. They support each other well and appreciate the difficulties and abilities of pupils who have different disabilities from their own. Individual pupils behave very well and have high expectations of others and encourage them to conform and engage. Pupils will readily discuss issues and are reflective. They say there is no bullying and talk about the steps that are taken to

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deal with any issues. Pupils are extremely confident that any issues will be sorted out by adults. They can discuss how to keep themselves safe. The pupils with the most significant difficulties demonstrate that they trust adults, allowing themselves to be supported or cared for. The very large majority of parents and carers who responded to the questionnaire are satisfied with the safety of their child and the behaviour in the school. The attendance of a large majority of pupils is high while for a small minority, it is affected significantly by their health needs. The school takes robust and challenging steps to ensure the best attendance for all, and recent improvements are evident.

## Teaching

In all lessons, strong relationships between adults and pupils aid learning. Targeted and sensitive support ensures that pupils understand what to do and are helped to keep on task, with any misconceptions quickly clarified and feedback readily given. Appropriate access plans are in place for individuals and these ensure that pupils are supported with additional technology or software as well as providing continuity of approach to their learning. Well-planned lessons, with appropriate resources, mean that lessons proceed at a good pace. In the best lessons, the expectation for individual pupils is made very clear at the outset, using accurate and systematic assessment of each pupil's prior learning. This is then followed up throughout the lesson by precise, subject-focused questioning from the teacher so that the level of challenge remains appropriate at all times. In a few lessons, while the whole-class activity was interesting and engaging so that all pupils made at least satisfactory progress, there was not this level of individual challenge to promote learning further. The best lessons use a range of teaching and learning approaches with pupils according to their need and their preferred learning style, as well as encouraging pupils to have fun. There were many good examples of the use of practical activities and the successful linking of subjects for pupils, such as practising mathematical skills in physical education and vice versa. Where written feedback is appropriate for pupils, this is often regular and encouraging. However, it is not always effective in bringing about improvements to pupils' work. Communication skills are successfully developed through all activities, with adults ensuring instructions and questions are clear and giving pupils time or additional support to make choices or respond. Reading is systematically taught, developing knowledge of sounds and letters with frequent practice as well as exposure to a range of materials such as audio books, newspapers and visits from storytellers to capture interest. Specific interventions are used to boost the word recognition or comprehension skills of individuals. The provision of additional support for pupils who attend the academy ensures that pupils can keep up with the work and achieve well.

## Leadership and management

All staff who replied to the questionnaire said that they are proud to work at Marjorie McClure. Staff also say that the school is well led and the vast majority of parents and carers agree. One pupil said, and their friends agreed, that it is 'tough to suggest an improvement to the school as there are mostly just good things'. It is clearly

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evident that this high level of satisfaction is due to the successful leadership and high expectations of the headteacher and the deputy headteacher. Middle leaders are diligent and innovative in their work, ensuring that their areas of responsibility are regularly scrutinised, with continuous improvement effected through additional training or specific interventions. Governors are committed, visit the school often and, through their learning walks, are knowledgeable about the school. The school sets challenging targets for its pupils and collects a wide range of assessment and monitoring information that it examines in different ways. Currently, however, this information is not synthesised sufficiently to ensure that governors can confidently hold the school to account or its leaders can quickly and assuredly identify areas of underachievement. The school has continued to develop its provision for the wide range of pupils, particularly the improvements to the hydrotherapy pool and well-developed plans for the sensory room. Leaders and managers have developed effective partnerships, in particular with health professionals, to ensure that pupils' speech and language and physiotherapy needs are effectively met throughout the day. In addition, the relationship with the academy on the same site means that the curriculum is very effectively enhanced and pupils can follow a wide range of accredited courses. Safeguarding arrangements are good. The school takes the protection of its young people very seriously and effective procedures and training are in place to keep pupils safe. Detailed knowledge of individuals ensures that no pupils underachieve, whatever their disability, age, culture or gender. The school ensures that it offers a wide range of community, cultural and reflective activities throughout its curriculum, to which its pupils respond well.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Marjorie McClure School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	38	70	14	26	2	4	0	0
Q2 My child feels safe at school	36	67	14	26	3	6	0	0
Q3 The school helps my child to achieve as well as they can	35	65	17	31	1	2	1	2
Q4 The school meets my child’s particular needs	34	63	17	31	2	4	1	2
Q5 The school ensures my child is well looked after	37	69	14	26	3	6	0	0
Q6 Teaching at this school is good	38	70	14	26	2	4	0	0
Q7 There is a good standard of behaviour at this school	37	69	17	31	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	30	56	15	28	2	4	0	0
Q9 The school deals with any cases of bullying well	33	61	10	19	2	4	0	0
Q10 The school helps me to support my child’s learning	36	67	15	28	3	6	0	0
Q11 The school responds to my concerns and keeps me well informed	36	67	13	24	4	7	1	2
Q12 The school is well led and managed	41	76	10	19	2	4	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.



## 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be:</p> <ul style="list-style-type: none"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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.

**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.**



30 May 2011

Dear Pupils

### **Inspection of Marjorie McClure School, Chislehurst BR7 5PS**

Thank you for making us so welcome when we visited your school. We were very impressed by the way in which you welcomed us and were so eager to show us the work of your school.

We found out that:

- Marjorie McClure is a good school
- behaviour is outstanding because of the way you work hard and the way you respect and look after each other
- you feel very safe and trust adults that they will sort things out
- teaching is good and you receive good support to help you learn and ensure you make good progress
- your school is managed well.

To make your school even better, we have asked your headteacher and teachers to make sure that the information they collect on your progress is used even better in all lessons to help you learn more and help the school decide what improvements to make. You can help by continuing to work hard.

One of the pupils told us that Marjorie McClure was like 'a big family'. Thank you all for letting us be part of your family for a few days. It was a privilege to meet you all.

Yours sincerely

Stephen McShane  
Her Majesty's Inspector

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