

# Clarendon School

## Inspection report

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<b>Unique Reference Number</b>	102952
<b>Local Authority</b>	Richmond upon Thames
<b>Inspection number</b>	355287
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Melvyn Blackband

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>	Community
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	119
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Calwell
<b>Headteacher</b>	John Kipp
<b>Date of previous school inspection</b>	11 December 2007
<b>School address</b>	Hanworth Road Hampton TW12 3DH
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed 11 lessons and 9 teachers. They held meetings with pupils, staff, the school's leaders and members of the governing body. The inspectors observed the school's work and looked at a range of documentation relating to the school's records of the pupils' progress, the curriculum, monitoring and evaluation records of teaching, all relevant documents relating to the safeguarding of pupils and the school's development planning. In addition, the inspectors analysed the responses to 25 parents' and carers' questionnaires, 96 pupil questionnaires and 58 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of pupils in each phase of the school and at the offsite provision to evaluate how well each pupil is meeting his or her learning targets. The team investigated whether the pupils with additional learning needs are sufficiently challenged and whether all pupils know how to improve their work so as to make the best progress that they can.
- The standards of behaviour and attendance throughout the school and to what extent they have a significant impact on the achievement and well-being of each pupil.
- The effectiveness with which adults adapt activities to provide for the differing abilities of pupils within classes. They investigated how well the pupils' learning targets correspond to their activities and to what degree their targets consistently challenge them to make the best progress that they can.
- How well leaders at each level contribute to the monitoring and improvement of the school's provision and the outcomes for pupils.

## Information about the school

Clarendon School provides for pupils with moderate learning difficulties, many of whom have additional complex needs. There are a few pupils with physical disabilities. All the pupils have a statement of special educational needs. The school also manages the Oldfield House Unit, an off-site provision for pupils, aged seven to 11 years of age, with behavioural, emotional and social needs, and the Gateway Centre, a 20-place unit for pupils aged 11 to 16 years who have autistic spectrum disorders. This centre is attached to a mainstream secondary school. In addition, the school has recently taken over the management of the local authority's Peripatetic Learning Support Team. About a quarter of pupils are girls and about three quarters are White British. A quarter of pupils are from other ethnic groups and the proportion of pupils for whom English is an additional language is above the national average. A much higher than average proportion of pupils is known to be eligible for free school meals.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Clarendon is a good school. There are significant strengths in the first-rate care, guidance and support the school provides for pupils and especially in the excellent commitment by the pupils to their school and the local community and their enthusiasm to create links with children in other countries. The contribution to community cohesion is outstanding. As a result, there is a very high degree of social cohesion throughout the school. Parents and carers hold the school in high regard and value the improvements they see in their children's 'level of confidence and overall academic performance'. One parent commented, 'This school has been the best possible provision for my daughter.' They particularly value the attention given to the pupils' pastoral care and well-being.

All pupils, no matter what their needs and difficulties, receive good and occasionally outstanding teaching. It is not appropriate to compare their attainment to national benchmarks but all pupils make good progress both academically and in their personal development. The school is developing its good curriculum well to ensure there are many real-life experiences to enhance the pupils' learning. Activities are carefully adjusted to match the interests and abilities of the pupils and this motivates them and helps to promote their learning. As a consequence, the pupils enjoy school, as shown in their good behaviour and above average attendance. The school is rigorous in keeping pupils safe; it promotes their healthy lifestyles with outstanding success and works very well in partnership with other agencies to ensure their welfare and to add variety and richness to the curriculum. Excellent spiritual, moral, social and cultural development underpins the school's work and helps to explain why the school is a cohesive community.

Primary-aged pupils at the school and in the Oldfield House Unit achieve well. They make good progress in their personal development and they are successful in meeting, and sometimes exceeding, their personal academic targets. Those pupils with additional complex needs such as autism and the minority of pupils who are at the early stages of learning English achieve just as well because of careful teaching and the high degree of personal tuition and support they receive. The secondary- aged pupils maintain their development so that by the time they leave, they are able to gain appropriate qualifications, including GCSE in art, physical education (PE), science or mathematics, and to go on confidently to further education. A few pupils at the Gateway Centre are expected, this year, to reach nationally expected levels of accreditation. Assessment is generally well used but despite the strengths, there remain a few inconsistencies in ensuring teachers use the day-to-day recording of pupils' progress and less well-developed areas in teaching so its quality can be raised from good to outstanding.

The school is well led. The headteacher, the active and effective governing body and senior team have high expectations of the staff and pupils. Morale is very good and the pupils are settled and happy. Rigorous monitoring and accurate self-evaluation have

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enabled the right priorities for improvement to be set in order to maintain the pace of development and to drive up attainment. As a result, there is a good capacity for further improvement, and the school provides good value for money. The school's leaders are aware however that the tracking of pupils' progress, although thorough, is not yet presented clearly enough to enable the pupils' success to be clearly demonstrated.

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

- Raise standards of teaching by improving the consistency of assessment procedures to ensure teachers use the day-to-day recording of pupils' progress to:
  - adapt learning activities to build on the small steps in progress which the pupils make
  - create precise learning targets which are regularly reviewed
  - communicate these targets to pupils so that they know how to improve their work.
- Present the school's data on pupils' performance more clearly, so that the progress of individual pupils may be more easily tracked and evaluated.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils are happy, confident and courteous. The school's well-documented records show how standards of behaviour have steadily improved. They are now good. Most pupils behave extremely well. Where, in a very few instances, certain pupils display challenging behaviour, this is dealt with quickly and with a high degree of support from staff. In this way, the pupils effectively learn to control their own behaviour and develop moral understanding. Pupils have a high degree of respect for the rights of others and relationships are harmonious. The behaviour and attendance of pupils at the Oldfield House Unit and the Gateway Centre is good. The pupils display good attitudes to their learning especially when activities interest and excite them. For instance, in PE, a group of Year 9 pupils made excellent progress in learning to hit a ball with a bat because their individual abilities were very well catered for by the very good teaching. As a result, the pupils all achieved a high degree of success; they participated with great enthusiasm and, in addition, gave continual support and encouragement to their fellow pupils. The pupils self-assessed their own ability at the start of the lesson and were delighted to record their improvements at the end. The pupils' attainment on entry to the school is almost always very low because of their particular learning difficulties. From their individual starting points, all groups of pupils, including those with the most complex learning needs, make good progress in overcoming barriers to learning as they move up through the school. Most pupils reach challenging targets, and a minority exceed them. Pupils in Year 11, for instance, are able to leave with a range of appropriate qualifications, including for some pupils Entry Level accreditation and the majority with GCSE passes, in at least one subject.

Pupils are very aware of the benefits of exercise and what constitutes a healthy lifestyle through the high profile given to physical activities, including the excellent range of lunchtime, after-school and weekend activities. They feel safe and secure in school. The pupils have a strong voice through the school council. They are represented in all decision-taking, including the appointment, for instance, of senior staff, and the school council democratically uses a small budget to make improvements to the school environment. The

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pupils regularly participate in drama, music and dance and sporting activities with other schools. All the pupils in the primary department take part in integration projects with mainstream schools and the pupils take a full part in local events such as the Hampton Festival.

Pupils are well prepared for their next steps through their involvement in mini-enterprise activities and their good progress in basic skills. There are very good partnerships with Connexions and the Richmond Business Education Partnership, who support the pupils at transition to further education or training. The pupils are curious about the world around them and embrace new experiences which significantly broaden their spiritual and cultural understanding, such as visits to churches, Sikh gurdwaras, mosques and synagogues. They enjoy many visits to galleries, theatres and places of natural beauty, for instance on residential experiences, and this makes a substantial contribution to their spiritual appreciation and their understanding of the range of religious and cultural differences within modern Britain.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	*
Pupils' attainment <sup>1</sup>	
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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## How effective is the provision?

Strengths in teaching significantly outweigh areas for development. Lessons are typified by warm relationships which support the good learning. The organisation of learning is good and adds pace and interest to lessons. Teachers use information and communication technology (ICT) well and this adds significantly to the pupils' enjoyment as well as to progress in their communication skills. Teachers plan for and provide work that matches pupils' needs and they know their pupils very well. The pupils, particularly those with additional needs and those at the early stage of learning English, benefit from the high levels of individual support and tuition they receive from well-trained teaching assistants. Assessment is good overall. The standard of marking is good and helps pupils to improve their work as well as celebrating their success. Pupils are increasingly taking some responsibility for the assessment of their own efforts and this gives them a good understanding of how to make their work better. On occasions, the quality of day-to-day assessment is not sharp enough. As a result, the pupils' learning targets are sometimes not precise enough or used well enough to adapt learning activities to enable every little step in learning to be exploited. At such times, the pupils are not made clearly aware of these targets and how to improve their work further.

A strength of the school's good curriculum is in the effective way teachers adapt learning to the needs of the individual pupils. In some cases, where pupils have additional needs, their learning is personalised further and this aspect of provision is a developing strength of the school. The teachers' effective lesson planning ensures that the basic skills in literacy, numeracy and ICT are threaded appropriately through the pupils' activities. There are good opportunities for personal development through the wide range of extra activities which take the pupils into the community and show them that learning can take place in every situation. The school's 'Flexible Fridays', for example, have considerably enriched the curriculum so that pupils gain opportunities to learn outside the classroom in a range of cultural, artistic, environmental and scientific projects and trips. This has a very good impact on developing their social and independence skills.

All the pupils and their learning and personal needs are known extremely well to the staff. All adults work closely together to provide each child with very well-organised and carefully targeted support, effectively coordinated by the manager for Additional Needs. The quality of the extra support afforded by family support workers, art therapists and the school's counsellor is very much appreciated by the pupils, parents and carers. Almost all pupils report that they feel very well supported and are able to identify adults in school with whom they feel happy to talk about issues. The school, including the Oldfield House Unit and the Gateway Centre have very good links with the local authority's Educational Psychology service. At the Oldfield House Unit, highly individualised strategies ensure that the pupils are very well supported in managing their behaviour and in helping them settle to learning. The school works very hard to improve attendance through careful monitoring and specific action such as the school reward system. Pupils are well supported in their learning, and preparations for transition to other schools or to further education are of a very high standard.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Key features of the headteacher's effective leadership include the ability to enthuse others, to sustain high morale and to manage change. He has spearheaded the successful drive to improve teaching and learning and has used effective systems to monitor both provision and outcomes. He has had strong support from the deputy headteacher and key stage leaders in monitoring and evaluating teaching standards and so further strengthening the effectiveness of leadership and management. Procedures to track pupils' progress are very thorough but are not presented clearly enough to enable leaders to show how well pupils are doing. The leadership team has evaluated correctly that procedures could be improved and have very recently instituted a system which presents data more clearly. This is too new, as yet, to have had a significant impact. However, senior staff routinely investigate the pupils' progress and intervene quickly to put in appropriate support for individuals. This plays a valuable role in ensuring every pupil learns as well as he or she can. The governing body play an increasingly influential role in monitoring and provide a good level of challenge and support to the school. Planning for continued improvement is well constructed and sets a clear agenda for the school's development.

The school makes outstanding use of a range of outside health professionals, other schools and colleges and the local and wider London community to bring extra resources and curriculum enrichment. There are, for instance, excellent links with colleges to promote the pupils' transition to further education. Relationships with parents and carers are good and they have a high regard for the school. The good arrangements for safeguarding children enable parents and carers rightly to have every confidence that their child is safe. The continual action to promote equality of opportunity has resulted in sustained improvement in the performance and participation of all groups. The respect for each individual is central to the school's ethos. The school makes an excellent contribution to community cohesion. The school has prepared an incisive audit and action plan which has been regularly monitored and reviewed. Pupils make an outstanding contribution to their own and the local community and of communities of people, both in the British Isles and in other countries of differing social, religious and ethnic backgrounds. The pupils have, for instance, regular experiences of differing religious ethnic and cultural traditions in the London area and sporting trips to a school in France, where they are encouraged to speak French and take part in local customs. There are developing plans to send renovated bicycles to schoolchildren in Africa.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Parents and carers are overwhelmingly positive about the way their children are educated and nurtured in school. Negative responses were few, with no trends emerging. Inspectors found no evidence to support the views of a very small number that the school does not deal with challenging behaviour well or that their child is not making sufficient progress or is not safe. All parents and carers say that their child likes school and the vast majority say that overall, they are happy with their child's experience at school.

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

Ofsted invited all the registered parents and carers of pupils registered at The Clarendon 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	60	10	40	0	0	0	0
The school keeps my child safe	17	68	7	28	0	0	1	4
My school informs me about my child's progress	17	68	7	28	0	0	1	4
My child is making enough progress at this school	12	48	11	44	1	4	1	4
The teaching is good at this school	15	60	8	32	1	4	1	4
The school helps me to support my child's learning	13	52	8	32	1	4	0	0
The school helps my child to have a healthy lifestyle	13	52	10	40	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	56	8	32	1	4	0	0
The school meets my child's particular needs	17	68	8	32	0	0	0	0
The school deals effectively with unacceptable behaviour	14	56	10	40	0	0	1	4
The school takes account of my suggestions and concerns	17	68	6	24	2	8	0	0
The school is led and managed effectively	14	56	10	40	0	0	1	4
Overall, I am happy with my child's experience at this school	18	72	6	24	0	0	1	4

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 school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</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.**



13 June 2011

Dear Pupils

**Inspection of Clarendon School, Richmond upon Thames TW12 3DH**

When we came to your school, we enjoyed talking to you in the classrooms and in the meeting, we held with some of you. Well done everyone! You go to a good school. Here are some things we judged to be good.

- You make good progress because teachers make sure you do interesting things which are just hard enough for you. You are all taking part more and more in looking at your own work and seeing how good it is. This is a great help in showing you how to make your work even better.
- You behave well and look after each other.
- You showed us that you enjoy school. You have really helped to make your school a friendly community and you join in and add to the enjoyment of your local community in Hampton.
- All the adults look after you very well. They make sure you all enjoy school and learn well. There are lots of extra things for you such as sports activities and the lunchtime and after-school clubs and all the residential and other visits you go on.
- You are safe at school.
- Mr Kipps and his staff makes sure the school runs well.

To make the school even better, there are a few things we want the adults to do:

- Make sure staff note the detail of the progress you make and give you guidance which is just right to help you to improve
- Make sure that you always understand what you need to do to make your work better.

We have also asked Mr Kipps to ensure that all the information about how well you are doing is made really clear so that teachers can quickly see whether you need help.

Please thank your parents for all the helpful comments they made on the questionnaires. Thank you also for letting us know what you think about the school. You can help even more of course, by always working hard and behaving well.

Yours sincerely

Melvyn Blackband

Lead inspector

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