

# Springhallow School

## Inspection report

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<b>Unique Reference Number</b>	101970
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	355102
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Charles Hackett

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 special
<b>Age range of pupils</b>	4–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Thea Chittenden
<b>Headteacher</b>	Mr Andy Balmer
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Compton Close Ealing London W13 0JG
<b>Telephone number</b>	02089 982700
<b>Fax number</b>	02088 107610
<b>Email address</b>	admin@springhallow.ealing.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. They observed 12 lessons, covering all key stages, and saw 11 teachers. The inspectors observed the school's work and looked at lesson planning, data on pupils' achievements and a range of school policies; they also met three members of the governing body and representatives of the school council. The responses to questionnaires from 50 parents and carers, 35 pupils and 37 staff were considered.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The extent to which the school's data on achievement compares individual and groups of pupils' progress in each key stage.
- How behaviour is managed and the school ensures pupils are safe, given pupils' different presenting needs.
- The effectiveness of the curriculum in meeting the wide range of pupils' needs across age ranges.
- The impact of care, support and guidance and links with other specialist services on pupils' personal development.

## Information about the school

Springhallow School caters for pupils who have autistic spectrum disorders, including many diagnosed with Asperger's syndrome and a few with challenging behaviour. About half of the current pupils on roll also have moderate or severe learning difficulties. The proportion of pupils known to be eligible for free school meals is above the national average, as is the number from minority ethnic backgrounds. The school achieved Healthy School status two years ago.

**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?**

**3**

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

**3**

## Main findings

Springhallow provides a satisfactory quality of education for its pupils. Its strengths lie in the good quality of care, support and guidance it provides that enable pupils to make good progress in many aspects of their personal development. This progress is reflected in the positive way pupils integrate with each other, showing respect and consideration in a wide range of situations. Links with parents and carers are effective and the very positive response from parents and carers to the Ofsted questionnaire demonstrates the faith they have in the school. High levels of supervision ensure that those pupils who display challenging behaviour are provided with close support. Pupils themselves say how safe they feel in school. Behaviour during the inspection was usually good, but records show that this is not always the case. Pupils feel they are valued as members of the school community and this impacts positively on their good spiritual, moral, social and cultural development.

Pupils' achievement is satisfactory. This year, for some pupils, progress is good in reading, listening and number work. Progress is also good in art, music and physical education because pupils benefit from the good subject knowledge of the specialist teachers who teach these subjects. Progress in lessons observed varied. Teachers successfully encouraged pupils to engage in activities and work hard. However, it was not always clear what teachers expected pupils to learn through completing the tasks set. There is also inconsistency in the manner teachers plan for the different ability levels of pupils and ensure that their different needs are met.

Much has been done to develop the curriculum since the previous inspection. It now gives a good balance to the subjects covered and provides good work-related learning and enterprise opportunities for Key Stage 4 pupils. Partnerships with other specialists, such as therapists, are used well in supporting individual pupils. The links with mainstream schools provide a few pupils with good opportunities to pass GCSEs. The curriculum for the few pupils with more complex needs, such as severe learning difficulties, does not always fully address their specific needs. The progress of, and provision for, those children in the Early Years Foundation Stage remain satisfactory, as they were at the previous inspection.

The headteacher has ensured that leadership and management have improved since the previous inspection. This is reflected in the high morale of staff and their obvious desire to serve the needs of pupils to the best of their ability. Although data are collected on pupils' achievements, the analysis of these is limited and does not always provide a clear picture of the achievement of individuals and groups. In addition, the information gained is not used to set and refine school priorities for further development. Members of the governing body are very supportive of the school and have a good committee structure to consider all aspects of its work. They lack, though, sufficient information on pupils' outcomes to be able to judge fully the effectiveness of the school's provision and the extent to which the

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policies are appropriate. The school has a satisfactory understanding of its strengths and areas in need of development and this ensures that the capacity for sustaining improvement is satisfactory.

Up to 40% of the schools where overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure that all teachers consistently plan their lessons to:
  - match the differing ability levels in their class
  - be clear what it is they expect pupils to learn in the lesson.
- Analyse more closely data collected on pupils' achievements to know how well individuals and groups of pupils are achieving.
- Make better use of data on pupils' outcomes to monitor the effectiveness of the school and identify priorities for further development.
- Improve the quality of the curriculum for the few pupils with more complex learning difficulties.

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

**3**

Pupils' progress, while satisfactory overall, varied in the lessons observed during the inspection. Examples of good and outstanding progress were seen in the specialist teaching of art, music and physical education. For example, in an art lesson for primary aged pupils, pupils enjoyed exploring the work of Van Gogh and using pastels to try to repeat the characteristics in their own work. Similarly, in physical education, all pupils from the secondary department worked very well together following a range of activities. Pupils responded well to the modelling of the activities from the teacher and clearly developed their skills. In a very few lessons the progress of pupils was inadequate because there was insufficient focus on what pupils should learn as a result of completing the activities planned. This was particularly so for those pupils with more complex needs who, for example, were asked to engage in cutting and pasting activities without any plan as to what they would learn from the activity.

Improvements have been made to how the school records pupils' achievements through termly assessments. A review of these for this year shows some pupils make good progress in English and mathematics when compared with typically expected rates of progress.

Attendance rates have been consistently above average over the last three years and this demonstrates that pupils enjoy being in school. Pupils confirmed this in their comments to inspectors and by their positive attitudes to working in lessons. In a recent pupil survey, pupils commented that they felt safe in the playground. Observations of pupils suggest that many have improved their behaviour, but the school has not rigorously analysed its data to demonstrate this.

Pupils enjoy the opportunities to integrate into mainstream schools. They respond well to these, which for many has led to good success in passing GCSEs. Pupils' successes in tackling these challenging integration experiences show that the pupils are developing

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skills that will contribute positively to their economic well-being. Pupils' economic well-being is also well supported by opportunities to engage in work-related learning activities and enterprise projects.

Pupils enjoy physical education lessons and many choose the healthy options available at lunchtime. However, the use of sweets and biscuits as rewards and the unhealthy options in the tuck shop reduce their appreciation of the benefits of healthy lifestyles. Pupils on the school council appreciate the opportunities they have to contribute ideas to the school community by regularly meeting with the headteacher. Many pupils regularly carry out tasks in school and in the local community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>2</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.

## How effective is the provision?

In almost all lessons observed, teachers successfully engaged pupils in completing tasks and taking part in the activities planned. In the most effective lessons seen, the planning of lessons built on what pupils already knew and could do. For example, in a Key Stage 1 mathematics lesson the teacher set different tasks related to number recognition. This was effective and led to most pupils making good progress. Similarly in an English lesson in the secondary department, the teacher's planning showed how, after working together

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as a group in studying a book, pupils would move on to differentiated activities based on their ability levels and prior learning. In this lesson, as in a few others, a good selection of resources was available.

Teaching was less effective in the lessons seen when the activities were not planned to build on pupils' prior learning. For example, in one lesson, all pupils undertook similar tasks. For a few higher ability pupils the task did not challenge them and they completed the tasks quickly, while other pupils found the task too difficult to complete. The improved use of assessment to promote learning is acknowledged as an area in need of development by senior staff and good training plans exist for this in the near future.

The quality of learning objectives for lessons is inconsistent. Good examples were seen, such as in the physical education lesson for all the secondary pupils, but in a few others the objectives were descriptions of what activities pupils would be engaged in rather than what they would learn as a result. Marking is also inconsistent and many examples of unmarked work were seen during the inspection.

Art, music and physical education are strong subjects within the curriculum and these are areas where pupils enjoy celebrating their achievements. The primary curriculum has been developed well and now includes more emphasis on mathematics than previously. The curriculum is less effective for the few pupils with more complex needs, including those with severe learning difficulties, and occasionally it is not clear why they are set certain tasks in lessons. Good enrichment activities exist and these include good enterprise opportunities.

Considerable emphasis is placed celebrating each pupil as an individual and providing them with as much support as possible. Individual education plans focus on the specific needs of pupils and, although some of the targets are very general, they give a good focus to the key areas each individual pupil needs to address. Most individual behaviour plans provide staff with a good framework for the support of pupils with challenging behaviour. The effective partnership the school has with outside agencies further enhances the good quality of care, support and guidance provided by the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The senior team is very motivated to secure improvements to the school's provision. The staff play their part and as one commented in the staff questionnaire, 'Staff work hard and are together.' The monitoring of teaching and learning is satisfactory and the school is beginning to use the performance management process to identify training needs and

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provide staff with appropriate training. The good links with parents and carers are used well to enhance the quality of care and support pupils receive. Likewise, links with mainstream schools are used well to provide a few pupils with opportunities to take GCSEs and others to benefit from increased social experiences. The school also plays an important role in supporting mainstream schools with its outreach support.

Improvements to tracking pupils' progress have been instigated over the last year. Teachers now make termly assessments for all pupils in key learning areas. Once the assessment data have been generated, they are collated and monitored by the headteacher. However, there is no rigorous analysis of this data. This means the school is not fully aware of what rates of progress groups of pupils, such as boys and girls or those in the care of the local authority, are making. This lack of rigour in analysing data means that the priorities in the school development plan are not always linked to identified weaknesses in pupils' outcomes. During the inspection, only data for this year were presented, so it is not possible to judge pupils' progress in previous years. Although the school aims to ensure equality of opportunity and no discrimination is tolerated, these limitations in the use of data mean that the promotion of equality is no better than satisfactory.

Members of the governing body are keen to support the school and good use has been made of their specialist skills. Together with the senior staff, they ensure that safeguarding arrangements are good. Although restricted by limited data available on pupils' outcomes, in every other respect the school has a secure overview of its work and areas it is seeking to develop. Good improvements have been made since the previous inspection and very good systems exist to consult with stakeholders on these. Some attention has been given to community cohesion and this has led to pupils having good links with the local community and some awareness of a few global issues.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

The Early Years Foundation Stage provides children with a safe environment in which to learn and play. All staff clearly care for and support the children well. Insufficient emphasis, though, is placed on monitoring how well children are achieving against the nationally expected learning goals for their age. This means that, although evidence of progress was seen during the inspection, it is not clear how this is then analysed to ensure that the next steps for each child are carefully planned.

Given the small number of children admitted in the Early Years Foundation Stage, appropriately they are educated alongside pupils in Years 1 and 2. Good curriculum plans are in place but there is insufficient use of observation and assessment to amend these plans to address children's emerging needs. Children are effectively encouraged to develop habits and behaviours appropriate for effective learning. Children have some opportunities to make choices, but during the inspection there were observations that indicated that for some activities there was too much adult direction.

Improvement since the previous inspection has been made to how the provision is now managed and this has resulted in a more structured approach to meeting the needs of the children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

An above-average proportion of parents and carers responded to the Ofsted questionnaire. The majority are very positive about the school. 'A fabulous school' and 'the best school for my child' are typical of the comments. Parents and carers are particularly impressed with the quality of care offered by the school. 'Teachers are very caring,' commented one parent. The inspectors have judged the quality of care, guidance and support to be good.

Ten per cent of parents and carers expressed concern at whether their child is making enough progress. Inspection evidence recognises the validity of these concerns. While progress and teaching are judged as satisfactory overall, pupils with more complex needs made less progress in some lessons and examples of inadequate teaching of these pupils were observed.

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

Ofsted invited all the registered parents and carers of pupils registered at Springhallow 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	62	15	30	4	8	0	0
The school keeps my child safe	40	80	9	18	1	2	0	0
My school informs me about my child's progress	35	70	13	26	2	4	0	0
My child is making enough progress at this school	22	44	21	42	4	8	1	2
The teaching is good at this school	32	64	15	30	3	6	0	0
The school helps me to support my child's learning	32	64	13	26	4	8	1	2
The school helps my child to have a healthy lifestyle	27	54	21	42	0	0	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)	25	50	17	34	4	8	0	0
The school meets my child's particular needs	32	64	15	30	0	0	1	2
The school deals effectively with unacceptable behaviour	27	54	18	36	1	2	0	0
The school takes account of my suggestions and concerns	31	62	13	26	1	2	1	2
The school is led and managed effectively	38	76	10	20	1	2	0	0
Overall, I am happy with my child's experience at this school	38	76	6	12	3	6	0	0

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.**



10 July 2011

Dear Pupils

**Inspection of Springhallow School, Ealing W13 0JG**

Thank you for being so helpful when we came to inspect your school recently. We very much enjoyed meeting you all, and a special big 'thank you' to those of you on the school council who met my colleagues.

Your school is satisfactory, with the links to your parents and carers and the other specialist services that support you being good. We can see that you enjoy being at school because your attendance is above average. You make satisfactory progress in your learning. You are doing well in understanding how to be safe and in preparing for leaving school. Many of you also enjoy the time you spend in mainstream schools. All the staff work very well together and this contributes to the good care, support and guidance you receive.

To help your school be even better, I have asked your teachers to:

- make sure the planning of what you will learn is better
- find more ways of showing how well you are doing
- make better use of what is known about your achievements to plan improvements
- improve how the work for those of you with more complex needs is planned.

Keep working hard and doing your best to help the school.

Yours sincerely

Charles Hackett

Lead inspector

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