

Bethlem and Maudsley Hospital School

Inspection report

Unique Reference Number	100876
Local Authority	Southwark
Inspection number	376474
Inspection dates	17–18 November 2011
Reporting inspector	Denise Morris

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

Type of school	Special
School category	Maintained
Age range of pupils	4–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	37
Of which, number on roll in the sixth form	17
Appropriate authority	The governing body
Chair	Isobel Morris
Headteacher	John Ivens
Date of previous school inspection	23 September 2008
School address	Monks Orchard Road Beckenham Kent BR3 3BX
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Age group	4–19
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Introduction

This inspection was carried out by one additional inspector. The inspector visited all five units on two different sites and observed six lessons taught by six different teachers or tutors. The inspector looked at pupils' achievements, the school development plan, the minutes of recent meetings of the governing body, pupils' work and lesson plans. Questionnaires from two parents and carers, 24 students and 31 staff were taken into consideration.

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

- Whether there has been improvement in the use of assessment information to plan suitable work that challenges all groups.
- How well pupils are involved in setting and measuring their own targets and whether they know what they need to do to improve further.
- Whether leaders and managers are focused well enough on checking and monitoring the work of the school across all five sites.

Information about the school

The Bethlem and Maudsley Hospital School caters for pupils who are patients of the Bethlem or Maudsley Hospitals. The school is made up of five units spread over two sites, eight miles apart. All the units provide for pupils with psychological difficulties. The school has been re-organised since the last inspection and now has classrooms on both hospital sites. Pupils are enrolled once they are admitted to the hospital, and leave the school following discharge. They attend the school while receiving treatment at the hospitals, either as in-patients or as outpatients. Pupils can be admitted to the school at any time, sometimes at very short notice. They stay on roll for varying lengths of time from a few weeks to well over a year, with many having previously been out of school for a considerable time. The school provides education for boys and girls aged 4 to 19 years, but there have been no children in the Early Years Foundation Stage for several years. At the time of the inspection, the age range of pupils was 8 to 19. Some pupils are dual registered and some aged above 16 also attend local colleges of further education.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The inspection evidence supports the schools' view that it is exceptionally effective in re-engaging many pupils in education. Leadership and management are outstanding and senior leaders are determined in their drive for excellence. They are supported extremely well by a committed and knowledgeable governing body. Excellent relationships in all parts of the school help to boost pupils' confidence and, as a result, they make good progress towards reaching challenging targets. A culture of success, where the achievements of all students are recognised and celebrated through displays, praise and accreditation, permeates the ethos of the school. Pupils are extremely well cared for and there are some excellent examples of pupils supporting each other, such as when Year 11 pupils listened carefully and praised presentations by their peers, clapping appreciatively at the end of each talk.

Pupils achieve well during their time at the school. If they stay long enough, most pupils attain accredited qualifications. Shorter-stay pupils work on tasks linked to their previous school studies to enhance their opportunities for successful re-integration. They benefit from some outstanding and exciting curriculum activities. Trips into the community include a wide range of experiences to enhance learning. Visits to see performances of plays by Shakespeare and to local art galleries, regular swimming and horse riding are just a few examples of activities that promote their aspirations and enthusiasm for learning. Students in the sixth form make good progress. Many are helped to attain A-level qualifications and the school can point to a wide range of very supportive letters from former students and their parents and carers showing gratitude for the help and support that have changed pupils' lives.

Outstanding teaching is a key feature of pupils' successes. Lessons are calm and focused and much of the teaching is individual. In the older classes, pupils and students have the opportunity to work on their own projects and are supported to set their own targets. More-able pupils are helped to keep up with their work through excellent partnerships with their previous schools. One parent commented, 'My son achieved grades A to C in his GCSEs because of the effective liaison between the two schools.' Staff are rigorous about providing the best environment possible. When pupils are too ill to attend classes, teachers and teaching assistants regularly teach them on the wards so that they all keep pace with their learning. Attendance at lessons is broadly average and the school is working hard to improve it. The impact of some inconsistent attendance, together with pupils' specific difficulties, results in good rather than outstanding progress.

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The headteacher has an excellent vision for the school. He is very ably supported by the senior leadership team and staff. They have embedded their ambition for the school extremely well by driving improvement vigorously since the last inspection. They have successfully taken on responsibility for a wider range of pupils and have developed a clear assessment and tracking system that provides a very clear view of minute steps of progress. This is shared with pupils and parents. As a result, pupils are fully involved in setting and measuring their own targets and are very aware of their next steps. The school has an outstanding capacity to continue to develop as it meets new challenges. The leadership team knows the school's strengths and weaknesses through its rigorous monitoring and accurate self-evaluation and the team has an excellent track record of continual improvement.

What does the school need to do to improve further?

- Work closely with pupils, the hospital staff and parents to ensure that pupils attend school as often and as punctually as they can.

Outcomes for individuals and groups of pupils**2**

All groups of pupils achieve well and most make better than typically expected progress, particularly in communication, mathematics and in their personal development. For example, Year 11 pupils showed accurate knowledge and real confidence as they gave a presentation on Sikh festivals. Their good levels of self-confidence were evident as they spoke clearly and explained the similarities and differences between Sikhism and other religions. In a mathematics lesson, a pupil in Year 10 made good progress as he learned how to construct pictograms. Because the teacher had linked the learning to football, which was a favourite pastime, the pupil was interested and succeeded in constructing a pictogram to represent how many goals certain teams scored. He was able to interpret simple data accurately, making good gains in learning. Younger pupils in Years 6, 7 and 8 benefited from excellent teaching in science as they learned about differences between liquids and solids. They showed clear understanding of evaporation and condensation because of individual objectives and high levels of individual support. Art is a particular favourite of many pupils. Excellent teaching, linked to high-quality subject knowledge, resulted in Years 10 and 11 creating pictures in the style of artists, such as Van Gogh, from an aerial perspective. They were only allowed to use blue, black and white. The results, following good concentration and thoughtful ideas, were excellent and pupils were very proud to show their efforts.

Pupils' good behaviour is evident in and around the school and is reflected in their enjoyment of all their school activities. Their behaviour improves rapidly once pupils join the school. In discussion, a group of girls said that they feel really safe and that they liked coming to school. 'They listen to you here,' commented one girl. Pupils are aware that fruit and vegetables are good for them. They develop healthy lifestyles through spending more than the expected time each day on sporting activities. Many

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pupils, particularly older ones, contribute well to their school community through tasks such as clearing away their resources and organising their own learning. Pupils of many different cultures and backgrounds work and play together well and most pupils have plenty of opportunities to interact with their local communities through visits and sports activities. Pupils regularly raise funds for charities by, for example, cooking and selling cakes. The vast majority attend lessons regularly and the attendance of most pupils improves rapidly during their time at the school. A few pupils miss school because they are unwell, but a small minority do not attend as regularly or as punctually as they could. Pupils are well prepared for the next stage of their education, however, because of the way that the school re-engages them successfully in learning with the vast majority going back successfully into regular education when they leave.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is outstanding. Teachers are enthusiastic, with high expectations for pupils’ achievement and their behaviour. Staff have good subject expertise and confidently use an extensive range of strategies and resources to meet pupils’ wide range of psychological and learning needs. Teaching is highly effective in inspiring pupils to re-engage with learning. This is because teachers provide a very good balance of support and challenge which keeps pupils interested and helps them to make good progress. Excellent relationships give pupils the confidence to tackle challenging work and enable them to learn from their mistakes. Much of the teaching is to individual pupils or very small groups. Assessment information is used

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

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effectively to plan individual work that is neither too easy nor too hard and which fully engages pupils. Questioning is a particular strength, helping to extend pupils’ skills, and dialogue between pupils and staff is thoughtful and challenging. Teaching makes imaginative use of resources and, when combined with some purposeful tasks, leads to good learning.

The curriculum provides innovative and memorable tasks for pupils, who have often had very limited experiences. Looking after pets, designing and making hutches for the rabbits, feeding and cuddling them provide new opportunities for pupils to take care of something other than themselves. Learning is carefully tailored to meet the wide range of needs. This is a strength of the school and, in particular, the ability of staff to meet the needs of pupils who are unwell or who have been out of school for some time. The individual or small-group style of teaching has a very positive impact on the curriculum design, leading to programmes of study that are highly individual. Enrichment opportunities for those pupils who can access them are excellent and contribute extremely well to learning and to their personal development. Very strong personal, social and health education leads to pupils’ clear awareness of how to stay safe and lead healthy lives. The many attractive displays throughout the school recognise and celebrate pupils’ achievement.

Very well targeted support enables most pupils to make the very best of the opportunities provided, so that when they return to their mainstream schools the vast majority attend better, behave better and achieve more highly than before. Pupils are encouraged to do their best by dedicated staff in a secure and safe environment. Staff monitor pupils' self-confidence and academic achievement closely and act swiftly to introduce support where needed. The system of key workers for each pupil ensures that there is always someone to talk to. Personalised learning targets ensure that tasks are tailored effectively to meet pupils’ needs and abilities. Vulnerable and fragile pupils, including looked after children, are identified and well supported. Pupils are encouraged to contribute to setting personal targets and they are given support to ensure success in reaching these targets. Close working relationships with external agencies and with pupils’ previous schools all contribute to pupils’ successes. Although there is more to do to improve attendance, the strong focus on promoting good attendance has resulted in improving the rate at which pupils come to lessons. Behaviour management is consistent, with clear rewards and consequences that are understood by pupils.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The senior leadership team has a shared vision and a strong sense of purpose to do the very best for the pupils and ensure that good progress is maintained. To do this, it has sought strong partnerships, particularly with pupils’ previous schools, so that continuity is evident in their learning. Safeguarding procedures are excellent and each different unit is extremely safe. Pupils acknowledge that they are very safe at school. Leaders successfully promote equality and a cohesive and harmonious society, with pupils of many different backgrounds working well together. There is no evidence of discrimination. The schools’ strategy for community cohesion shows that there are effective activities to promote community links for pupils, for example through horse riding, college links and visits, which are having a positive impact on their personal development. The school evaluates its contribution to community cohesion effectively. Pupils come from all over the country and there are purposeful plans that promote cohesion with many schools, well beyond the local community. The governing body is highly effective. Since the last inspection, it has set up a ‘learning and teaching’ committee in which a lot of attention is paid to monitoring and to individual learning. This has made a very effective contribution to school improvement. Leaders demonstrate outstanding levels of innovation and good practice. They have the needs of pupils at the heart of their plans and do their very best for each and every pupil. As a result, they are already working to further improve attendance and punctuality. The excellent provision for staff training ensures that staff are well placed to meet the pupils’ wide range of learning and personal difficulties and/or disabilities.

These are the grades for leadership and management

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

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Sixth form

Provision for sixth form students is outstanding. High-quality teaching and learning are matched exceptionally well to individual needs and effectively challenge students to work towards the next stage of education or work. All students make good progress; some make excellent progress and talk enthusiastically about their courses. Vocational opportunities are provided and more-able students thoroughly enjoy their GCSE studies and are keen to do well. They take great pride in their work and benefit from the very positive links with their previous schools. Other students also enjoy their work and achieve well. Art work across the sixth form is of a very high standard, the result of some exceptional teaching in the subject.

Students’ good personal development is promoted by outstanding care, support and guidance. Comments such as, ‘It’s great here, they make learning fun and they listen to you’, show that students really get on well with the staff and each other. Students are fully aware that sometimes their workloads need to be curtailed in order to give themselves time to get better. This shows their maturing attitudes. Most are very ambitious and know what they need to do to achieve their aims. Staff work very well with a range of agencies, for example, combining with students’ previous schools to promote continuity. Although their attendance at lessons improves while at the hospital, a small minority of students do not attend quite as often as they could despite rigorous procedures to engage them. Very good opportunities exist for students to learn about the world of work. The school has its own careers adviser which ensures that students all have opportunities to learn about relevant work placements, preparing them well for their futures. Leadership is excellent. Students’ personal and academic skills are rigorously monitored and each student has a personal tutor and a personalised programme to ensure that they make the best possible use of their time at the school.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

Very few parents and carers responded to the inspection questionnaire. Those who responded are supportive of the school, saying that their children enjoy school and that the school keeps their children safe. One parent did not agree that their child was making enough progress. Inspection evidence shows that pupils are making good progress.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Bethlem and Maudsley Hospital 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 inspector received two completed questionnaires by the end of the on-site inspection. In total, there are 37 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	1	50	1	50	0	0	0	0
The school keeps my child safe	2	100	0	0	0	0	0	0
The school informs me about my child’s progress	1	50	1	50	0	0	0	0
My child is making enough progress at this school	0	0	1	50	1	50	0	0
The teaching is good at this school	1	50	1	50	0	0	0	0
The school helps me to support my child’s learning	1	50	1	50	0	0	0	0
The school helps my child to have a healthy lifestyle	1	50	0	0	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)	1	50	0	0	0	0	0	0
The school meets my child’s particular needs	1	50	1	50	0	0	0	0
The school deals effectively with unacceptable behaviour	1	50	1	50	0	0	0	0
The school takes account of my suggestions and concerns	1	50	1	50	0	0	0	0
The school is led and managed effectively	1	50	1	50	0	0	0	0
Overall, I am happy with my child’s experience at this school	1	50	0	0	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



21 November 2011

Dear Pupils

Inspection of Bethlem and Maudsley Hospital School, Beckenham BR3 3BX

Thank you for your help in my recent visit to your school. I enjoyed meeting you very much. This letter is to tell you about our findings.

- Bethlem and Maudsley is an outstanding school and it provides you with an excellent education.
- You make good progress in your lessons because of excellent teaching and support.
- Your behaviour in and around the school is good.
- You told me how much you enjoy school and most of you come every day. A few of you, though, do not come often enough.
- Your school prepares you well for your future. It helps you to develop skills that will improve your chances in life.
- You have lots of exciting activities and told me how much you enjoyed the many visits and trips.
- The leaders of your school make sure you are very safe and secure.
- You have an excellent awareness of safety and how to keep fit and healthy.

I am asking your school to work with you, your parents and the hospital staff to help you attend school as often as you can. You can all help with this by making sure you attend lessons on time every day that you are well enough to do so.

Thank you again for your help.

Yours sincerely

Denise Morris
Lead inspector

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