

# Beatrice Tate School

## Inspection report

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<b>Unique Reference Number</b>	100989
<b>Local Authority</b>	Tower Hamlets
<b>Inspection number</b>	376495
<b>Inspection dates</b>	22–23 November 2011
<b>Reporting inspector</b>	Stuart Charlton

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>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	64
Of which, number on roll in the sixth form	18
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Parag Sharma
<b>Headteacher</b>	Alan Black
<b>Date of previous school inspection</b>	18–19 November 2008
<b>School address</b>	St Jude's Road London E2 9RW
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<b>Age group</b>	11–19
<b>Inspection date(s)</b>	22–23 November 2011
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 14 lessons taught by 12 teachers. Meetings were held with the Chair of the Governing Body, staff and students. The work of the school was observed and the inspectors scrutinised the school improvement plan, and the minutes of the leadership team's and the governing body's meetings. Inspectors also looked at a range of other documentation, including that for safeguarding, and 42 questionnaires from parents and carers. In addition, the views expressed in a range of staff and pupil questionnaires were considered.

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

- The effectiveness of the management structures and strategies at all levels in ensuring quality provision for students given the increasing complexity of their needs.
- The systems to judge attainment on entry, set challenging targets and track students' progress to determine that all students make the progress of which they are capable.
- The systems to monitor and evaluate the effectiveness of teaching and learning and an analysis of curriculum planning to ensure that the very wide range of ages and students' needs is fully met.
- The outcomes for students in relation to their personal development and how these are monitored.

## Information about the school

Beatrice Tate provides education for students who have a statement of special educational needs related to severe (SLD) or profound and multiple (PMLD) learning difficulties. An increasing number have medical needs and the number with PMLD is increasing year on year. A small number have degenerative conditions and only a very small minority communicate orally. Nearly half the students are of Bangladeshi origin, and the rest are from a wide range of other backgrounds. The main features of the school population are related to their special educational needs and /or disabilities rather than to ethnicity, gender or economic circumstances. The majority of students live within Tower Hamlets but some travel from other London boroughs. About one third of the students are based in the sixth form.

The school has gained, among other awards, the Sportsmark. It is due to move to a new site in 2013.

**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

Beatrice Tate provides outstanding education for its students. This is based on extremely effective care, guidance and support provided by all staff that ensure students make exemplary progress in developing both their personal and subject skills. In recent years, the nature and complexity of students’ needs have increased significantly but the school has maintained the very highest quality of provision seen during the previous inspection. The school has excellent systems for behaviour management, which are operated consistently by all staff and very carefully monitored. As a result, behaviour around the school and in classrooms is outstanding. A very large majority of students have severe medical needs and it is a tribute to the highly effective systems for promoting attendance and encouraging punctuality that both are good. Students contribute very well to the school and the wider community, and indicate that they feel totally safe and secure because safeguarding procedures are exemplary. The school’s links with parents and carers are outstanding, and include, for example, very regular meetings with them and home visits when necessary.

The school has invested considerable time and effort in developing its provision since the previous inspection so that the curriculum is excellent. It has been overhauled radically and continues to be adjusted so that it fully matches the changing needs of all the students. This is particularly so in the sixth form. The extremely wide range of out-of-school activities is very highly valued by students and participation rates are high. The opportunities for physical activities are particularly effective in helping students to adopt a healthy lifestyle, and several explained how they have become much more health conscious. This is reflected in the Sportsmark and Healthy Schools status.

Teaching and learning are outstanding and in all areas of the school’s provision examples of exemplary practice were seen. Teachers and support staff establish excellent relationships with the students and they provide extremely high quality guidance and support for their personal development. In lessons, the plenary sessions are particularly effective in enabling students to review their performance and develop their confidence and self-esteem. The school’s systems for tracking students’ progress and for setting challenging targets are now highly effective and staff use this information particularly well to address individual students’ needs.

Leaders at all levels ensure that the school’s vision is pursued with vigour and determination. This is supported by accurate self-evaluation and extremely effective

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teamwork across the teaching, support and administrative staff, which underpins the school's continuing development. Since the previous inspection, the governing body has refined its skills and has improved its systems and procedures, for example with regard to holding school leaders to account. However, recent changes in personnel are yet to have their full impact on ensuring that information about students is used to best effect, to compare the school's performance with that of other similar schools nationally. The school's work in partnership with other professionals to meet students' needs and promote their well-being is outstanding, and is a highly significant factor in helping students to overcome barriers to learning. Actions to improve teaching, the curriculum and the outcomes for students have been extremely effective during a period when the complexity of students' needs has increased significantly, and shows that the school's capacity for further sustained improvement is outstanding.

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

- Ensure that governors use the information about students to best effect in comparing the school's performance with the national picture to demonstrate that it is doing as well as it can.

**Outcomes for individuals and groups of pupils****1**

All students, regardless of their background, ability or special educational needs and/or disabilities, thoroughly enjoy learning and achieve extremely well. All gain nationally recognised qualifications covering a wide range of academic and vocational subjects. The strong focus on the development of students' skills in communication and numeracy has a significant and positive impact on their achievements across other areas of their learning. The seamless use of signing and use of images across the school give students the basis to move into using oral communication where this is appropriate. The school has developed a highly effective system for identifying each small step in learning, to ensure that students are able to review their own and each other's achievements. This detailed approach underpinned some excellent learning seen in a plenary of a dance session for Key Stage 3 students, and was typical of the highly effective learning that was observed across the school.

There are extremely effective occupational therapy and physiotherapy sessions for all students. Many students have eating plans and all take a school lunch. Consequently, their appreciation of the need for a healthy lifestyle is of the highest order. Through work-related programmes run by 'Action for Kids', students make an excellent contribution to their community. This is reinforced through opportunities in school to help each other by consistent use of signing by all pupils and carrying out tasks such as taking registers around the school and leading activities in lessons and tutorials. The focus on the development of communication and numeracy skills, linked to the provision of regular work experience for all students, ensures that all are extremely well prepared for life after school. Staff provide excellent role models and make sure that, as one pupil said, 'learning is fun'. All students show great awareness of the

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need to help and support each other regardless of their own difficulties and their excellent progress in developing skills for life show that their spiritual, moral, social and cultural development is outstanding.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The extremely supportive relationships established by staff with their students are further strengthened through individual mentoring and tutorial sessions. Teachers have excellent subject knowledge and in their planning they clearly identify the needs of each individual so that these are met in the lesson extremely well. They use resources, particularly computer-based interactive technology, to best effect to interest and engage students. They employ the widest range of teaching approaches to successfully challenge and elicit responses from their students. This was seen to advantage in a literacy lesson with Key Stage 4 students where teaching and consequently learning was of the highest order. Across the school, teachers make particularly effective use of their teaching assistants in moving forward students' learning.

Since the previous inspection, the school has overhauled its curriculum to give an excellent balance of academic, vocational and work-related opportunities. The development of highly effective partnerships with colleges and training providers has been particularly effective in this context for the older students. The focus on raising

<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 judgements about attainment in relation to expectations of the students' age.

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students’ self-esteem and confidence through the development of their communication skills is the cornerstone of the school’s work, and promotes the excellent development of students’ personal skills.

Staff make sure that all students, including those who join at different times during the year, settle quickly and happily into school life. Transition arrangements for those moving into the school and for those who go on to further education or training contribute extremely well to reducing students’ anxieties. The highly consistent and successful approach taken by all staff to behaviour management ensures that students make rapid improvements in their attitudes to school. Staff spend a great deal of time listening to students, giving them advice and promoting their well-being to overcome difficulties in their personal circumstances. Students are given excellent guidance about careers and opportunities that are available when they leave the school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has an extremely clear vision of how the school should develop and he is ably assisted by the deputy headteacher and senior management team. Together they have ensured that highly effective systems have been implemented to determine students’ attainment on entry, set challenging targets and monitor their progress at an individual and whole-school level. These provide extremely high quality information which gives a clear overview of the school’s performance, and are now being extended so that its performance can be compared more effectively with other schools nationally. Staff are clear about what they need to do to improve and approach key developments enthusiastically.

The governing body has provided clear direction and support for the work of the school through a period of significant change. It has appointed new personnel so that it has a wider range of skills, particularly those with an educational focus, and has streamlined its operational systems and structures so that it is now more effective in challenging the school’s leadership. Governors are beginning to use the high quality information to compare the school’s performance with the national picture but they recognise that there is some way to go before this is fully effective.

An extremely strong feature of the provision is the partnerships which have been established with other professionals, particularly those in social services, and health

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sectors, including mental health, which are especially effective in reducing students’ feelings of isolation and enhancing their self-esteem. The school’s excellent partnership with parents and carers ensures that they are fully involved in their children’s education. All staff go out of their way to ensure that parents and carers have full and regular information about all aspects of each pupil’s performance. They make phone calls to parents and carers, not just about things which may not have proceeded according to plan, but celebrating activities which have gone well.

Through its work, the school successfully challenges discrimination and ensures that all students, including those who are most vulnerable because of their personal circumstances, have the extremely effective opportunities to develop the skills they need to succeed in their lives after school.

Safeguarding and child protection are an extremely high priority for all staff, and are extremely rigorous. Risk assessments are thorough, reflecting the highly effective systems for managing behaviour. The school uses its expertise in this area to train managers and teachers in other local schools. The school’s promotion of community cohesion is good. The highly effective links at local and regional level support the work of the school particularly well and are enhanced by work in other parts of the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The overwhelming majority of students stay on into the sixth form and, consequently, the school provides a seamless progression and prepares them extremely effectively for life after school. The quality of the provision fully reflects that seen in the main school. Teaching and learning, the curriculum and the care,



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guidance and support provided by all staff are second to none. As a result students make outstanding progress and achieve extremely well. Leadership and management are highly effective ensuring that all aspects of sixth-form life are focused on giving students the best possible start to their lives when they leave Beatrice Tate.

*These are the grades for the sixth form*

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

## Views of parents and carers

Two thirds of parents and carers returned the questionnaire, which is well above average for a school of this type. In addition, the inspectors considered information derived from the school’s own surveys. Parents and carers are overwhelmingly positive in their views about the school. As one said, ‘An amazing school. Full of imaginative, supportive, easily approachable and happy members of staff who ensure my daughter is loved and well looked after.’ Another said, ‘My son thoroughly enjoys going to school every day and even being unwell does not stop him going in.’ The inspection shows that such comments are very well founded. The inspection team found no evidence to support the concerns expressed by a very small number of parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Beatrice Tate 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	81	6	14	1	2	0	0
The school keeps my child safe	29	69	12	29	1	2	0	0
The school informs me about my child’s progress	27	64	13	31	1	2	0	0
My child is making enough progress at this school	21	50	16	38	1	2	2	5
The teaching is good at this school	26	62	12	29	1	2	2	5
The school helps me to support my child’s learning	24	57	14	33	3	7	1	2
The school helps my child to have a healthy lifestyle	18	43	19	45	2	5	1	2
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)	20	48	18	43	0	0	2	5
The school meets my child’s particular needs	25	60	14	33	3	7	0	0
The school deals effectively with unacceptable behaviour	24	57	15	36	2	5	0	0
The school takes account of my suggestions and concerns	27	64	13	31	1	2	1	2
The school is led and managed effectively	27	64	12	29	0	0	1	2
Overall, I am happy with my child’s experience at this school	26	62	15	34	0	0	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	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](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.**

**It has been kept purposefully short and simple so that the school can translate it into a pictorial format.**



24 November 2011

Dear Students

**Inspection of Beatrice Tate School, London E2 9RW**

Thank you for all the help you gave us when we inspected Beatrice Tate.

We judged that the school gives you an excellent education and that the way in which staff support you is exemplary.

We particularly enjoyed being able to talk to so many of you.

Through the help you are given you quickly gain confidence and self-esteem. This helps the older ones move on successfully to further education, work or training.

The small group sizes are a great help and, as one of you said, 'Lessons are fun, it doesn't feel like a school.'

You all help each other and through Action for Kids, older pupils get the chance to show people how good they are at office work and you all showed us how good you are at singing and dancing.

The governing body now has a great many skills and I want it to use these to show everyone what you know already – Beatrice Tate is a brilliant school!!

I know you will help it to do this by doing your best at all times.

Yours sincerely

Stuart Charlton  
Lead inspector

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