

# The London Centre for Children with Cerebral Palsy

Independent school standard inspection report

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Reporting inspector	Anne Duffy HMI

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## **Purpose and scope of the inspection**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **Information about the school**

The London Centre for Children with Cerebral Palsy is an independent day special school for pupils aged 3 to 11 years. Situated in the London Borough of Haringey in North London, it has two primary classes and one Early Years Foundation Stage class. There are currently fifteen pupils on roll; six of these attend on a part-time basis as they attend other settings for part of each week. Pupils either have statements of special educational needs or are placed for assessment and many have additional learning and communication needs. All those who have permanent places are funded by their local authorities; none receive government nursery funding. The school provides a specialist teaching method, known as conductive education, which adopts individual learning programmes for each pupil and provides one-to-one support throughout the school day.

The centre began operating as a school in 1988 and forms part of the Peter Rigby Trust. The trust also provides advice and guidance for parents, carers and interested professionals on site and through outreach visits. There have been a few changes in the management of the school since the last inspection. The acting headteacher has been in post since February 2012; a new headteacher has been appointed and will take up post in September 2012.

The school's overarching aim is to 'inspire children with cerebral palsy to develop independence, confidence and self-esteem and to achieve their full potential'. The school was last inspected in February 2009 when it met all the required regulations.

## **Evaluation of the school**

The London Centre for Children with Cerebral Palsy provides a good quality of education and makes good provision for pupils' welfare, health and safety. It meets its stated aim well and the strong emphasis placed on developing confidence and self-esteem means that pupils' spiritual, moral, social and cultural development is outstanding. The curriculum, teaching and assessment are good and are tailored well to meet the individual needs of the pupils. Pupils are guided very effectively towards overcoming any barriers to learning and, as a result, make good progress overall.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

Arrangements for ensuring the safeguarding of pupils are good. The school meets all but one of the regulatory requirements for independent schools.

## Quality of education

The overall quality of the curriculum is good. Based strongly on the principles and practices of conductive education, it is designed well to meet the needs of pupils at different ages and stages of their development. Curriculum policies cover all the required subject areas and delivery is tailored very effectively to meet each pupil's needs within individual and group work. Pupils benefit from a wide range of specialist equipment and subject resources. They respond well to a range of carefully planned programmes and thoroughly enjoy working with their teacher-conductor or other members of the staff team. This is reflected in the very good progress that pupils make in developing their communication skills, including the use of communication technology. Pupils benefit from carefully devised speech and language therapy programmes and those observed in individual sessions during the inspection made good progress. Personal, social and health education, including physical development, is very strong indeed and contributes very effectively to pupils' growing awareness of themselves and others. The development of literacy and numeracy skills spans all aspects of the school's work and is linked well with other areas of the curriculum through a topic-based approach. The curriculum for the youngest pupils combines the approaches of conductive education and the key elements of the Early Years Foundation Stage very effectively. When planned opportunities are created for the children to learn outside they clearly enjoy this. However, free access to the outdoor learning area is not consistently incorporated into their day, thus restricting children's opportunities to experience the different learning environments as fully as they might.

Teaching and assessment are good in all areas of the school. As a result of the strong programme of staff training, the school is especially successful in the way in which the conductive education approach is used to stimulate and maintain pupils' interest and engage the pupils very effectively in the learning process. Staff make very good use of different communication methods according to the needs of the pupils, and planning and preparation for each lesson is meticulous. Detailed individual education plans include targets which cover all areas of learning, but there is sometimes an over emphasis on physical and communication development rather than other areas of learning. Core skills of literacy and numeracy are promoted well but just occasionally there is some confusion of terminology when introducing pupils to phonic approaches in reading. Relationships are excellent and, as a result, pupils are very responsive to instructions and older pupils are confident to ask and answer questions and offer their views.

Older pupils make good progress overall, most particularly in their physical and communication skills and in their attitudes to learning. Pupils work hard in every session and are increasingly motivated to engage in every task. For example, when asked by his teacher what to do next in a numeracy lesson, one pupil said, very patiently, 'You need to make a number line. That will help you.' They rightly beam

with pride when they complete a challenging task. Children in the Early Years Foundation Stage make good progress overall. Where they are encouraged to try things out for themselves they react with excitement and pleasure at new skills learnt.

Assessment is thorough, with very detailed processes for tracking pupils' short and long-term progress and for planning each next step. However, collating the information on individual pupils is complex, making it difficult for staff to obtain a quick overview of how well all pupils, and the school, is doing. For older pupils, self-evaluation takes place at the end of each session where they grade their level of understanding using a traffic light system. Work is regularly assessed and examples of work done provide additional evidence of the good progress that has been made to date. However, these examples of work are not always kept consistently so that the rate of all pupils' progress over time is not as clear as it could be. As a result, opportunities for pupils to use their work to reflect upon what they have learnt, or could do to improve further, are sometimes missed.

## **Spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of pupils is outstanding. Pupils thoroughly enjoy coming to school. This is evident in their generally good attendance, which is usually only hindered by ill health or medical appointments. Pupils' behaviour is outstanding. In response to the school's evident care for them, pupils are exceptionally motivated and engaged and show levels of determination and perseverance beyond their years. Those from different cultural backgrounds work and play together in harmony. They respond extremely well to the experiences presented to them both in and outside school. As a result, they begin to develop the skills necessary to make sense of their own and the wider world. Older pupils take responsibility whenever possible and contribute to the day's routines. Younger children are offered a choice whenever possible so that they increasingly gain control over their own learning. Some show themselves increasingly able to think of others asking, for example, 'Are you having a good day?' Acquisition of the key skills of numeracy, literacy and communication are supported effectively by linked activities. For example, the topic of 'seaside' provided opportunities for number, writing, technological and musical experience. Knowledge and awareness of different lifestyles and cultures, as well as public services and institutions, are supported well through curriculum-related trips. Recently these have included a visit to London's famous landmarks which resulted in some very creative art work and writing.

## **Welfare, health and safety of pupils**

Provision for pupils' welfare, health and safety is good overall. Many aspects are outstanding and staff are diligent in ensuring that all medical and health issues are dealt with sensitively and hygienically. Children in the Early Years Foundation Stage benefit from the particular care taken of their physical needs. The school's commitment to ensuring that all pupils are safe is evident in the care taken by each member of staff throughout the school day. Relationships are excellent and pupils

show that they feel extremely secure with the adults around them. There is a comprehensive safeguarding policy, which is implemented effectively. All staff, including the designated person for child protection, have been trained at the appropriate level; therefore, staff know who to go to if they have child protection concerns. They are well trained in first aid; the arrangements for fire and other emergencies are well established and are generally implemented efficiently. Detailed risk assessments are in place for individual pupils, for teaching, external areas and for educational visits. The consequences of the risk assessments are monitored effectively. For example, the school is situated next to a car park and shares parking places with other users. The school works to ensure that any risk associated with this is removed by accompanying pupils between their transport and school at the beginning and end of the day. There is a detailed plan which demonstrates how the school intends to further improve provision in line with the requirements of the Equality Act 2010. A few parents or carers expressed concerns about the number of changes in the management of the school. There is no evidence that this has compromised the welfare or safeguarding of the pupils.

### **Suitability of staff, supply staff and proprietors**

The school appropriately checks all staff and others to ensure their suitability to work with children. The single central register contains all the necessary information.

### **Premises and accommodation at the school**

The premises are well suited to the needs of the pupils. The trust has appropriate plans to develop the school's provision. Despite the constraints posed by the neighbouring car park, the school building and surrounds provide safe and attractive teaching accommodation and areas for play. There is scope for further use of the outside area for learning within the Early Years Foundation Stage. Furniture, fittings and classroom accommodation are all well provided to meet the physical requirements of the pupils. High standards of display encourage pupils to take a pride in their school and contribute to the feeling that this is a real community.

### **Provision of information**

All policies and related information are provided, or made available, in line with requirements. Parents are involved in their child's learning on a daily basis through home-school books and informal contact as they drop off or collect their child from school or via phone calls. They are also provided with copies of their child's termly targets, which contain ideas for incorporating elements of these within the home environment. Details of academic performance and progress during the preceding school year have not been provided previously but are now available.

Almost all parents and carers who responded to the questionnaire were happy with the school and the progress their children are making. A very small number would like a swifter response to their concerns or queries. The response from the small number of placing local authorities that replied to the questionnaire was very

positive. However, although the school provides relevant information to local authorities for annual reviews, it does not routinely provide an annual account of income received and expenditure incurred to each of the placing local authorities.

## **Manner in which complaints are to be handled**

Procedures for dealing with complaints are compliant with the regulations. There were no formal complaints registered last year.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of that listed below.<sup>3</sup>

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- provide to local authorities an annual account of income received and expenditure incurred by the school in respect of any pupil placed by them (paragraph 24(1)(h)).

## **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development:

- improve the system for using the detailed assessment information held on each pupil to provide an overview of the overall progress made by pupils across the school
- consistently retain examples of pupils' work so that pupils can use it to reflect upon what they have learnt and what they need to do to improve
- in the Early Years Foundation Stage, routinely provide opportunities for children to learn outside as well as in the classroom.

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<sup>3</sup> [www.legislation.gov.uk/uksi/2010/1997/contents/made](http://www.legislation.gov.uk/uksi/2010/1997/contents/made).

## ■ Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

<b>Overall quality of education</b>		✓		
<b>How well the curriculum and other activities meet the range of needs and interests of pupils</b>		✓		
<b>How effective teaching and assessment are in meeting the full range of pupils' needs</b>		✓		
<b>How well pupils make progress in their learning</b>		✓		

### Pupils' spiritual, moral, social and cultural development

<b>Quality of provision for pupils' spiritual, moral, social and cultural development</b>	✓			
<b>The behaviour of pupils</b>	✓			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Day special school		
<b>Date school opened</b>	1988		
<b>Age range of pupils</b>	3–11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 6	Girls: 4	Total: 10
<b>Number on roll (part-time pupils)</b>	Boys: 4	Girls: 1	Total: 5
<b>Number of pupils with a statement of special educational needs</b>	Boys: 9	Girls: 5	Total: 14
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£31,380–£47,070		
<b>Address of school</b>	54 Muswell Hill London N10 3ST		
<b>Telephone number</b>	020 8444 7242		
<b>Email address</b>	info@cplondon.org.uk		
<b>Acting Headteacher</b>	Gabriella Czifra		
<b>Proprietor</b>	The Peter Rigby Trust		
<b>School status</b>	Independent		

**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.**



29 June 2012

Dear Pupils

**Inspection of the London Centre for Children with Cerebral Palsy, London N10 3ST**

Thank you for helping us to learn about your school. We really enjoyed our visit. It was good to meet you and to see how well you are doing. I am writing this letter to tell you what we found.

Your school provides you with a good education, which helps you to make good progress in your learning. You are well cared for and looked after. There are plenty of interesting things for you to do both in and out of school. It was good to see how much you enjoy using all the things you have to play and work with. You thoroughly enjoy school and we could see that you are trying very hard indeed to learn and do as well as you can. Your behaviour is excellent. Well done!

All the staff help you and want you to do well in everything you try. I have asked the staff in Daisies to make sure that you get as much chance as you can to go outside for some of your lessons. Your school has a lot of information about you and I have suggested that it would help the staff to gather this together so that the people in charge can see at a glance how well everyone is doing. This includes making sure that examples of your work are always kept in a way that helps you to see how much progress you are making over time.

I hope that you continue to try hard and do well in the future.

Best wishes.

Yours sincerely

Anne Duffy  
Her Majesty's Inspector