

Bredinghurst School

Stuart Road, London, SE15 3AZ

Inspection dates

28–29 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress and achieve well.
- Behaviour is good and students feel safe. This is because the staff manage behaviour consistently well.
- Students say that the best thing about the school is that staff are always there to support them.
- Teaching is good and expectations of what students can do are high. Staff make activities interesting and enable students of all abilities to make good progress.
- The school has increased the variety of subjects students can study. Students are able to improve their reading, writing and mathematics and also learn new skills in other subjects that interest them.
- Due to very effective leadership, students' achievement and behaviour and the quality of teaching have all improved since the previous inspection.
- The school is in a good position to make further improvements because the school's leaders, governing body and staff are clear about the kind of school they want to create and they have a good record of making improvements.

It is not yet an outstanding school because

- Although attendance has improved it is still too low.
- Students have too few opportunities in lessons to be independent and to come up with their own ideas.

Information about this inspection

- The inspector observed teaching and learning in 12 lessons taught by eight teachers.
- He held discussions with students from across the school and listened to some of them read.
- He analysed five case studies that included students' books and other information about their time in the school.
- Meetings were held with three governors, including the Chair of the Governing Body, senior leaders and a representative from the local authority.
- The inspector looked at the school's self-evaluation summary, data showing students' attainment and progress, attendance data and the school improvement plan. He also analysed 26 staff questionnaires.
- There were too few responses to the on-line questionnaire (Parent View) to analyse, but the inspector took account of a recent school parental survey that received 39 responses and spoke to four parents about their views of the school.

Inspection team

Barnard Payne, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a boys' secondary special school for students with behaviour, social and emotional difficulties. All students have a statement of special educational needs.
- Many have additional special educational needs, in particular attention deficit hyperactivity disorder and speech, language and communication difficulties.
- The proportion of pupils known to be eligible for additional support through the pupil premium funding is high compared to the national average.
- Just under two thirds of students are from minority ethnic groups, mostly Black Caribbean and Black African.
- The proportion for whom English is an additional language is average compared to other schools.
- The mobility of students is high compared to other schools because many join the school at different times after the beginning of Year 7. Most have experienced significant disruption in their previous education and some have had long periods of absence from school.

What does the school need to do to improve further?

- Improve attendance, building on the current strategies used, by setting attendance targets for all students in order to close the gap with the national average.
- Develop students' skills to learn independently by:
 - consistently planning opportunities for students to come up with their own ideas in lessons
 - encouraging students to do more things for themselves.

Inspection judgements

The achievement of pupils

is good

- Many students join the school with low prior attainment, often due to breaks in schooling as well as their special educational needs. Many arrive with no information about their former attainment or progress.
- Rates of progress rapidly increase once they are at the school due to consistently good teaching and effective support. Progress and achievement have improved well since the previous inspection.
- Because many students have complex learning needs, the school has introduced a range of support that includes input from therapists as well as teachers and teaching assistants. Assessment on arrival leads to an agreed personal learning path for each student and this has contributed significantly to the improved rates of progress over the past two years for pupils from all ethnic backgrounds.
- Many students also have speech and language difficulties and the school has successfully targeted these difficulties through planning different levels of support for each student. The speech and language therapist has worked with English teachers to design frameworks to help students organise their work and develop language skills at a higher level.
- Progress is consistently strong in each year group and in all subjects. Lesson observations and students' work show good progress in writing and mathematics.
- Students are encouraged to read every day and all tutor rooms have books for students to borrow. Students often show good understanding of characters and settings in the books they read; for example, the more able Key Stage 4 students could describe the characters of George and Lennie in *Of Mice and Men*. Although they tend not to read widely, they enjoy reading books in school.
- Students develop skills in using information and communication technology in media studies and performing arts. This not only improves their communication skills but also contributes effectively to their cultural development. During the inspection they produced visual images, music and video that incorporated their response to urban culture and cinema.
- The school enters students for Key Stage 4 examinations according to their abilities. Taking account of their starting points, students' achievement is good in GCSE and BTEC examinations. Although the progress of a high proportion of the very small numbers in Year 11 can be badly affected by absences due to external factors, most pass some examinations and in 2012 two students achieved the equivalent of five GCSE passes at A* to C grades.
- The school has used the pupil premium to enable students to take part in a full range of activities that might otherwise be beyond their means, for example going on school trips. It has found it difficult to assess the impact of this on achievement and is now focusing more on using the funding to increase individual support aimed at developing students' key skills. There are no significant gaps in achievement when comparing students known to be eligible for the pupil premium and other students.

The quality of teaching

is good

- Teaching is nearly always good and there are examples of outstanding teaching. While there is some variation in quality, this is much less marked than at the time of the previous inspection.
- Teachers expect the best from students and mostly set appropriate levels of challenge for all abilities. The best planning builds students' skills so that the students are able to work at progressively higher levels.
- This is notable in English, where activities are carefully targeted at groups and individuals so that, for example, some students use a framework and key words to help with their writing, whilst others write with little assistance and are expected to consider more complex ideas, such

as what motivates characters in a story.

- Teachers are clear about what they expect students to learn and use questions effectively to engage students of different abilities to help them understand their work in more depth.
- Reading, writing and mathematics are taught consistently well.
- Teachers and teaching assistants form strong teams, creating a very positive atmosphere in lessons. Even when students arrive in an excitable mood, staff are skilled at rapidly getting them ready to learn and participate.
- Assessment enables staff to target pupils' specific needs well. Most marking helps students to understand what they need to do to improve, on very rare occasions written feedback is not detailed enough.
- Teachers engage students well. They provide an interesting range of activities with clear learning outcomes in mind. Often, however, students are looking to adults to take the lead and have too few opportunities to do so themselves and show independence in lessons. Staff do not always encourage students to come up with their own ideas in lessons.

The behaviour and safety of pupils are good

- Students typically behave well in lessons and disruption is uncommon. Where it does occur, staff manage students well to restore calm and concentration.
- Parents are very positive about behaviour and feel it has improved due to much better management. Staff and students support this view.
- Students value the fact that staff are not aggressive when managing behaviour. There are very clear expectations of both students and staff and the focus is on resolving issues, not punishing or blaming students. Consequently, exclusion rates have fallen and there have been no recent permanent exclusions.
- Incidents of physical violence and the use of physical restraint have fallen dramatically over the past year.
- Students feel safe and parents and carers are very positive about safety in the school. The school's current site is of poor quality and makes behaviour management difficult at times because outside space is limited and sight-lines are restricted. Staff cope well with these challenges and there is a suitably high level of supervision.
- Where there are serious incidents, the school has a very clear procedure, which includes the reintegration of students and a meeting of all parties to repair the harm done.
- Students understand different forms of bullying but say that incidents of bullying are rare.
- The school has a history of low attendance, often connected to difficulties students have outside school. It has improved its procedures to track and act on absences. There is much better consistency in dealing with persistent absentees and there is also an effective partnership with the local authority education welfare officer. Attendance has improved significantly but still requires further improvement.

The leadership and management are good

- The headteacher has a very clear vision for the school and has transformed it over the past two years. Senior leaders have created an ethos focused on high expectations, raising standards and a consistent and positive approach to managing behaviour.
- Staff are proud to be at the school and fully support the work of senior leaders. They are consistently positive and know what is expected of them. An appraisal system and regular monitoring and evaluation of teaching have contributed significantly to improvements in teaching and learning.
- The school's self-evaluation is accurate and based on rigorous analysis of data about students'

progress. Actions taken to bring about improvements over the past two years are based on a very clear idea of how best to meet the needs of students.

- The school ensures that students have equal opportunities; all students have an individualised 'learning pathway' that sets out the range of support that will enable them to make good progress.
- The school provides a broad range of learning opportunities that are well suited to students' needs and interests. Spiritual, moral, social and cultural development is effectively promoted and during the inspection students reflected on moral questions in English, the emotional impact of suspense in films and modern urban culture in performing arts.
- The track record of improvement is strong over the past two years; achievement, teaching, and behaviour have all improved. The school has good capacity to bring about further improvement.
- The improvements have been driven by senior leaders, and the school's own self-evaluation accurately identifies developing the capacity of middle leaders as an area for development. This is now being tackled successfully.
- The school meets all statutory requirements relating to safeguarding.

■ **The governance of the school:**

- The governing body has a good understanding of improvements in the school and fully supports the headteacher's vision. Governors have an appropriate appreciation of the quality of teaching and a secure awareness of the school's performance. The governing body has ensured that an effective system for staff appraisal is in place with links to salary progression and that teachers are held to account for outcomes. The governing body tracks pupil premium spending as part of its financial management. It does not yet systematically track the impact on outcomes for students, although there are plans to do this. Since the previous inspection, attendance at meetings has improved and governors have received relevant induction into their role.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100874
Local authority	Southwark
Inspection number	404741

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

Type of school	Special
School category	Community
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Keith Lyons
Headteacher	Andrew Ramsey
Date of previous school inspection	24–25 November 2010
Telephone number	020 76392541
Fax number	020 77325502
Email address	office@bredinghurst.southwark.sch.uk

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