

Clarendon School

Hanworth Road, Hampton, TW12 3DH

Inspection dates 12–13 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Highly effective leadership has created a culture of high expectations. The headteacher and all other leaders have been instrumental in developing the school to become outstanding.
- All pupils achieve exceptionally well because staff know each one very well. Pupils make excellent progress from their starting points. They make significant gains in improving their reading, writing, communication and mathematics skills.
- Teaching is outstanding as staff have consistently high expectations and skilfully enable pupils of all abilities to make excellent progress. Staff set work at the right level for all pupils.
- Pupils' exemplary behaviour makes a significant contribution to their learning. This is because they feel happy, safe and valued by all staff. Pupils have excellent attitudes to learning and love being in school.
- Staff have created a very safe environment for pupils to thrive. Parents and carers agree that their children are cared for extremely well.
- High-quality partnerships exist with other educational providers to improve the quality of teaching and pupils' achievement.
- The interesting range of subjects enables all Year 11 pupils to leave with relevant qualifications that prepare them well for the world of work, training and further education.
- Members of the governing body care deeply about the school. They provide a valuable level of challenge and support to leaders. They ensure that government funding for improving learners' basic skills and sport is well spent for the benefit of all groups of pupils.
- Leaders and governors regularly check pupils' progress, the quality of teaching and the success of new initiatives. Governors have provided very high-quality support to senior leaders and this has contributed to the school's improvement.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons, of which all were observed jointly with school leaders.
- Meetings were held with two governors, a representative from the local authority and school staff.
- Inspectors observed the school’s work and looked at a number of documents. These included the school’s information on pupils’ progress, planning and monitoring documentation, the school improvement plan and self-evaluation summary, the primary sports action plan, the safeguarding policies, records of checks on the suitability of staff and adults to carry out their roles in the school, and behaviour and attendance records.
- Inspectors took account of the 24 responses to the online questionnaire, Parent View. In addition, inspectors took account of the 32 responses to a questionnaire for members of staff.
- Inspectors talked to pupils about the school’s work and listened to some pupils reading.
- It was not possible to observe Year 11 pupils, as they were off site during the inspection, undertaking work experience.

Inspection team

David Scott, Lead inspector

Additional Inspector

Anne Short

Additional Inspector

Kanwaljeet Singh

Additional Inspector

Full report

Information about this school

- Clarendon is a special school for young people with moderate learning difficulties, many of whom have additional complex needs. A third of all pupils have a diagnosis of autism, and a few pupils have physical disabilities.
- Two thirds of pupils are admitted from maintained schools in the borough, with a third coming from other boroughs in West London. All pupils have a statement of special educational needs.
- The majority of pupils are from White British heritage.
- The proportion of pupils from ethnic minority heritages is above average. The proportion of pupils at the early stages of learning English as an additional language is also above average. The large majority of pupils are boys.
- At almost half, the proportion of pupils who are known to be eligible for additional government funding, known as the pupil premium, is above average. The funding is used to support pupils who are eligible for free school meals and children who are looked after.
- All Year 7 pupils are eligible for the Year 7 catch-up premium.
- A small proportion of pupils across the school are involved with the local Child and Adolescent Mental Health Services (CAMHS) as a result of their behavioural needs.
- All Year 11 pupils access off-site training at Richmond College, which helps them prepare for their post-16 education.
- The school manages the Gateway Centre, a 20-place unit for pupils aged 11 to 16 who have a diagnosis of autism. This centre is based at the Twickenham Academy, a mainstream secondary school. Since 2011, the school has managed the Peripatetic Learning Support Assistant (PLSA) on behalf of the local authority to support pupils who have physical and sensory difficulties.
- The school provides outreach advice and support to mainstream schools throughout Richmond. In the last year this has included training for mainstream staff in autism and 'Team Teach', and advice on effective teaching for pupils working at below National Curriculum levels.
- From September 2014, the school will begin to manage the Newhouse Centre, a 20-place unit for secondary-aged pupils with social, emotional and behavioural difficulties. There are plans to expand the Gateway Centre to include 12 post-16 places, from September 2015. Also, planning is at an advanced stage for the school to move into new, purpose-built facilities on two sites from September 2017, and to increase the roll to 197 places.

What does the school need to do to improve further?

- Strengthen further the analysis of information on pupils' progress, focusing on the measurement of progress over each key stage by:
 - ensuring that the information is clearly presented and enables comparison with pupils' performance in similar schools.

Inspection judgements

The achievement of pupils is outstanding

- Pupils enter the school with skills that are usually below the levels expected for their age. As a result of outstanding teaching, all pupils make excellent progress. There are no differences between different groups of pupils, including those with autism, physical or mental health difficulties.
- All pupils who are eligible for additional government funding make outstanding progress. Leaders have ensured that the gap in achievement between them and their peers has narrowed and they make faster progress than their classmates. This is because of a robust training programme to improve pupils' literacy skills through one-to-one support. As a result, their achievement in reading, writing and mathematics is excellent.
- The achievement of pupils from minority ethnic backgrounds is outstanding. Pupils who are new to learning English make excellent progress because of the very careful attention given to the development of their language skills.
- Pupils' performance is tracked very carefully to ensure equality of opportunity for all. Across the school the least and most able pupils are stimulated and engaged extremely well in their learning. For example, in 2013, the large majority of pupils achieved a GCSE pass in physical education (PE).
- All pupils follow pathways appropriate to their learning needs. Year 11 pupils are able to achieve accreditation in a range of academic subjects including English, mathematics, PE, information and communication technology (ICT), science, design and technology and the creative arts. In addition, pupils can gain work-related qualifications in bicycle maintenance, catering, construction, horticulture and life skills.
- Highly effective training to improve the teaching of letters and the sounds they represent has resulted in an impressive improvement in pupils' reading skills. For example, on average, pupils enter Year 7 with a reading age that is almost five years below their chronological age. By the time they leave in Year 11, over a third of pupils have a reading age that is just a few months below their chronological age.
- Staff make good use of alternative forms of communication and, as a result, pupils become more confident communicators. Well-rehearsed routines and the use of signs and symbols help pupils to understand what is expected of them and make rapid progress in their learning.
- The school does not enter pupils early for public examinations.
- All Year 11 pupils spend part of their timetable studying off site. Their progress is excellent and arrangements for checking their work, attendance, punctuality and behaviour are highly effective.

The quality of teaching is outstanding

- The quality of teaching is at least consistently good with an increasing proportion that is outstanding. This has resulted in excellent achievement. Teachers have high expectations of what pupils can achieve and use a range of support and strategies to ensure they are fully involved and motivated to succeed.
- Teachers routinely plan interesting activities that arouse pupils' curiosity and enthusiasm, and engage them in learning. For example, in an athletics lesson, pupils were honing their shot put technique. After watching the teachers' demonstration, they practised throwing a weighted ball and then videoed their efforts on tablet computers. After watching the video playback, they then gave feedback on each other's performance. As a result of the teacher's skilful questioning, pupils were totally engrossed in this activity, did not appear to get tired and made excellent progress.
- Teaching is characterised by thorough planning and secure subject knowledge. Teachers have high expectations of pupils, and make very good use of checks on pupils' progress to plan

suitable work. Pupils make rapid progress in their learning because they are given opportunities to develop and practise their basic skills. This was evident where pupils were developing their understanding and use of prefixes in English through a variety of activities. Here, pupils were able to feed back confidently their responses as a result of positive encouragement and guidance from all adults.

- Relationships in classrooms are excellent. Teachers and teaching assistants consistently create a positive atmosphere where pupils feel happy, safe and well supported. Staff plan activities that are set at the right level, so all pupils can flourish in their learning, including the most able.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils thoroughly enjoy coming to school and thrive on its warm and friendly atmosphere.
- Excellent relationships are evident throughout the school. Pupils benefit from very high-quality interactions with adults and each other, which help them to develop a positive attitude to learning.
- Pupils' behaviour in classrooms and around the site is excellent. They are polite, well-mannered and respectful to staff and other pupils and behave responsibly and maturely.
- The school's records show an overall reduction of incidents of poor behaviour for individual pupils and these are meticulously recorded. Bullying is extremely rare. There are very few recorded incidents of racist behaviour or homophobic comments. An atmosphere of positive support for others pervades the school and discrimination of any kind is not tolerated.
- Leaders make good use of the online behaviour reporting system to reduce negative behaviour. As a result of this and positive behaviour management strategies, fixed-term exclusions have reduced markedly over the past two years from 30 to seven.
- The majority of pupils attend well. Their attendance is in line with mainstream schools and above other special schools. Pupils are punctual to lessons and come into school each day with happy smiles and friendly greetings for staff and other pupils.
- The school's work to keep pupils safe and secure is outstanding. The required safeguarding policies and checks on adults are in place to ensure pupils are safe and secure. Pupils have a good understanding of how to stay safe while using the internet through the teachers' promotion and demonstration of safe practices in the classroom.

The leadership and management are outstanding

- The headteacher, senior and middle leaders have been instrumental in developing the school to become outstanding. Together they have brought about sustained improvement since the previous inspection to realise the school's ambition to provide the best possible education for every pupil.
- The local authority holds the school in high esteem, providing 'light touch' and proportionate support. It recognises the impact of its excellent partnership work with other educational establishments, from its highly skilled workforce. There is a strong culture of training and development. Teachers are in demand to advise and train other teachers, both within the local authority and beyond.
- The headteacher has raised expectations of what pupils can achieve, with a sharper focus on improving the quality of teaching, in order to speed up pupils' progress. For example, all teaching staff have attended training on what outstanding teaching looks like in a special school. Currently two teaching assistants are training to become teachers, and two have already successfully completed their training.
- Senior leaders check teaching regularly and have an accurate view of its quality. Procedures for setting targets for teachers are rigorous and leaders ensure that salary increases are not

awarded unless staff have met their targets, based on pupils' progress.

- Information on pupils' progress is collected and assessed carefully so that teachers can check their progress and set challenging targets for improvement. However, pupils' progress over a key stage is not always clearly presented and routinely analysed so as to provide comparison with similar schools.
- Each year the range of courses on offer is revised so that it meets pupils' individual needs and interests. This means that they can gain worthwhile externally accredited awards to give them a meaningful currency for future training, education or work.
- Leaders promote pupils' spiritual, moral, social and cultural awareness extremely well. Numerous opportunities are provided for pupils to consider other cultures, faiths and religions through assemblies, tutor group time and participation in musical productions.
- The school works extremely well with parents and carers to ensure their children receive the right kind of support when it is needed. Communication is a strength of the school and almost all parents and carers who responded to the online questionnaire, Parent View, would recommend the school to other parents and carers.
- Additional government funding is used extremely well to promote and develop pupils' communication skills through one-to-one support and the purchase of specialist resources. It has also been used to support parents' and carers' well-being, so that they are able to help their child's all-round development at home.
- Senior staff use the new primary sports funding to promote pupils' fitness and well-being. It has been carefully targeted to expand opportunities in gymnastics, to buy in specialist staff to lead sessions with pupils and to train the school's staff in coaching techniques related to dance and swimming. In addition, tablet computers have been purchased to provide opportunities for pupils to video and evaluate their performance.
- Safeguarding procedures to ensure pupils are kept safe and secure meet current requirements.
- **The governance of the school**
 - Members of the governing body are very proud of the school and its achievements and are deeply committed to making further improvements. They are very positive about all aspects of the school's work, particularly the leadership and management. Governors receive training on many aspects of governance, including understanding data relating to special schools, child protection, safer recruitment and financial management. As a result, they meet all their statutory duties, including those for safeguarding.
 - Governors receive reports and presentations from senior leaders regarding pupils' achievement. Consequently, they have a good grasp of the school's performance information and how it compares with similar schools', both locally and nationally. Each governor is linked to a different class or subject area. A new job description for this role has been designed to ensure consistency of approach. Through regular visits and discussions with staff, they are well informed about the quality of teaching.
 - Governors are knowledgeable about school finances and how additional government funding is used; they are also fully aware of its impact on pupils' achievement. They have overseen the introduction of new arrangements for setting targets for teachers linked to pupils' progress.

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	102952
Local authority	Richmond upon Thames
Inspection number	439453

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	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Jo Dixon
Headteacher	John Kipps
Date of previous school inspection	10–11 June 2011
Telephone number	020 8979 1165
Fax number	020 8941 3069
Email address	jkipps@clarendon.richmond.sch.uk

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