

East London Independent Special School

7 September
2016

Welfare Road, Stratford, London E15 4HT

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3 and 3(a), 3(c) & 3(h)

- During the inspection, the inspector, together with the deputy headteacher, visited four classes and toured the school premises. Pupils were observed taking part in a range of creative and academic work that included humanities, mathematics, personal, social, health and economic (PSHE) education, and sport. An appropriate range of resources and materials was available for the different activities.
- Teachers plan lessons in their teaching teams and are required to submit these plans each week to the deputy headteacher for approval. This is to ensure that stimulating activities are well planned so that pupils are fully engaged in their learning in order to make good progress.
- In all areas of the school's premises visited, levels of staff supervision were high. All pupils are supervised by one teacher and one teaching assistant. Teachers and teaching assistants were observed working together effectively to support pupils and setting high expectations for their learning.
- Scrutiny of pupils' books showed that marking was in line with the school's marking policy. The school's records give a further insight into pupils' learning by providing photographic and pictorial evidence of their progress.
- Positive working relationships enable pupils to feel safe and secure in seeking advice and guidance from staff, when required. As a result, in general pupils were polite and well-mannered towards each other and staff.
- On entry to the school, each child's spelling and reading levels are checked. The results of these checks enable staff to plan stimulating activities that are carefully tailored to meet each pupil's needs well.
- The school uses two commercial systems to track and monitor pupils' progress and behaviour across all subject areas. Leaders effectively analyse the information that these data systems provide on a daily basis in order to spot trends and patterns, and to improve methods of managing pupils' behaviour.
- Parents and carers receive six reports per year about their children's achievements. These reports provide very helpful information about their child's attendance, behaviour, personal development and academic progress.
- The school meets all the requirements for this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7 7(a) and 7(b)

- The school's systems and procedures to ensure pupils' safety are understood by all staff and work well. Each site has a minimum of three members of staff who lead on

safeguarding, all of whom have completed the training at the required level. Directors are also fully committed to ensuring pupils' safety and have completed appropriate training courses, including safer recruitment and the government's 'Prevent' duty programme.

- The school's safeguarding and child protection policy reflects the Secretary of State's most recent guidance, 'Keeping children safe in education' (September 2016), and is published on the school's website. It is comprehensive and contains relevant references to, and contact details for, the local authority safeguarding officers. All staff training, including in safeguarding, is up to date.
- Detailed records are maintained of all safeguarding incidents and the school works with appropriate external agencies when the need arises. When staff take pupils off site, they remain in contact with the school via mobile phone so that, if required, assistance can be summoned quickly. Effective lines of communication, via email and mobile numbers with parents and family members mean that should any concerns arise about children's welfare, they are dealt with swiftly.
- The school maintains a very comprehensive log of behavioural incidents. These are analysed each day in order to spot trends and make suitable interventions as necessary, so as to minimise dangers to the well-being of staff and pupils. Some pupils have been referred to therapeutic practitioners following the school's analysis of 'spikes' in behavioural outbursts.
- Staff ask pupils to hand in their mobile phones at the beginning of the day and they are handed back at the end of the day. This is to ensure that pupils are helped to be kept safe from the dangers of social media and cyber bullying. Should a pupil need to make a phone call, they are permitted to use the school telephone, as necessary.
- Leaders give a high priority in providing a safe culture for pupils' safety. For example, access to classrooms is carefully controlled by a key or electronic key fob so that adults are able to supervise the pupils' movement in and out of their classrooms. This helps to establish clear behaviour boundaries and create safe routines.
- Also, the school is staffed with adults who are suitably experienced, well qualified and well-known to the pupils. Leaders have ensured that teaching teams provide appropriate levels of supervision across the school, at break and lunchtimes and before and after school.
- At any time during the school day, two adults with high levels of skill are on hand to provide behavioural support for pupils as required. All staff have access to mobile phones for speedy communication.
- The school meets all the requirements for this part.

Part 5. Premises of and accommodation at schools

Paragraph 25

- Evidence gathered during the inspection showed that classrooms were well lit, clean and free from graffiti and litter. Resources were in good condition with no sign of damage.
- The school premises are well-kept and are appropriate for the number and age range of pupils on roll.
- The school meets all the requirements for this part.

Part 6. Provision of information

Paragraph 32(1)(c)

- The school's safeguarding policy reflects the Secretary of State's most recent guidance, 'Keeping children safe in education' (September 2016), and is published on the school's website.
- The school's complaints policy is clear and comprehensive and meets all the relevant requirements.
- The school's website meets statutory requirements.
- The school meets all the requirements for this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)(a), (b) and (c)

- The proprietor, headteacher and deputy headteacher have an excellent knowledge and understanding of their respective roles and responsibilities.
- Leaders provided the inspector with a range of evidence to show the school's regular monitoring of the quality of teaching and pupils' learning and progress.
- The school's calendar indicates that there is a comprehensive cycle for the monitoring of teaching and pupils' progress that also includes staff training and development. The many training opportunities enable staff to keep up to date with the latest developments and good practice in teaching and supporting pupils' learning and behaviour.
- The accommodation is spacious and more than adequate for the number and age range of pupils on roll.
- Leaders actively promote the well-being and safety of pupils. There are suitable and up-to-date policies for safeguarding (August 2016) and managing behaviour (January 2014). These documents provide effective guidance for understanding pupils' behaviour difficulties and they are implemented consistently.
- The proprietor and the school leaders have ensured that all the independent school standards are consistently met and that pupils' welfare is safeguarded.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	136052
DfES registration number	316/6072
Inspection number	10021165

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Day special school
School status	Independent school
Age range of pupils	7–19
Gender of pupils	Mixed
Number of pupils on the school roll	43
Number of part-time pupils	0
Proprietor	Thomas Keaney
Headteacher	Simon Cartwright
Director of operations	Dorothy Elliott
Annual fees (day pupils)	£54,500–£63,000
Telephone number	020 8555 6737
Website	www.tces.org.uk
Email address	nuala.cumberbatch@tces.org.uk
Date of previous standard inspection	25–27 March 2014

Information about this school

- East London Independent Special School is a co-educational special day school. It caters for up to 119 boys and girls aged seven to 19 years, who experience social, emotional and mental health difficulties. In addition, there is specialist provision for pupils with autistic spectrum conditions. There are more boys than girls.
- Pupils have a very wide range of ability and many have additional learning needs, including complex behaviour. Many pupils have experienced difficulties of educational failure or emotional trauma at one or more previous schools.
- All pupils have statements of special educational needs or an education, health and care (EHC) plan. Currently, 11 local authorities fund the pupils' placements.

- The number of pupils on roll at the school is 43 between the ages of 8 and 16 years.
- The school is located in Stratford in east London and occupies two sites. The main school site in Stratford Marsh accommodates pupils and learners aged between seven and 19 years. The other site is located three miles away in Newham and caters for pupils with autistic spectrum conditions and speech, language and communications needs.
- The school is led by the headteacher with the support of a senior leadership team. Deputy headteachers provide day-to-day leadership for each of the school's sites.
- The school does not make use of any off-site training. Physical education lessons take place at Redbridge Leisure Centre.
- The school's vision is to provide a rich therapeutic environment whereby each pupil can succeed and make a positive contribution to their community.
- There were no responses to the Ofsted online survey (Parent View).
- The inspection was commissioned by the Department for Education following a complaint received about the quality of education, the suitability of accommodation and the safety of pupils.
- The inspector was asked to report against the requirements contained within Parts 1, 3, 5, 6 and 8 of the independent school standards.
- The school was last inspected in March 2014, when it was judged to provide an outstanding quality of education.

Information about this inspection

- This inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.¹
- The inspection was carried out without notice.
- The inspector observed teaching and learning in four lessons or parts of lessons. He met with the headteacher and deputy headteacher, and held a telephone conversation with the proprietor and the director of operations. He also reviewed key documents and policies, including those related to safeguarding, behaviour and complaints, and scrutinised pupils' books.
- On the day of the inspection, older pupils were absent from school due to a planned educational visit to the Science Museum in London.

Inspection team

David Scott, lead inspector

Ofsted Inspector

¹www.legislation.gov.uk/ukpga/2008/25/contents.

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