

# Inspection of an outstanding school: Bethlem and Maudsley Hospital School

1st Floor, Mapother House, Maudsley Hospital, De Crespigny Park, Camberwell, London SE5 8AZ

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Inspection dates:

17 and 18 November 2021

## **Outcome**

Bethlem and Maudsley Hospital School continues to be an outstanding school.

## **What is it like to attend this school?**

Both sites of the school are welcoming and well-organised places to learn. The relationships between pupils and staff are warm and positive. This is a real strength of the school.

Staff take careful steps to find out as much as possible about pupils as soon as they start. This includes working closely with the school that each pupil usually attends. Teachers also work seamlessly with hospital staff and other professionals. They make sure that pupils' education is planned carefully every day.

Pupils have very complex needs. Staff use their expertise to personalise academic learning as well as meet pupils' social and emotional needs.

Pupils feel safe and free from bullying at the school. Even though learning is often different for each pupil, they have many opportunities to work with others. This helps pupils to develop their communication and social skills.

The school has very high expectations for pupils, including for their behaviour. Families and pupils very much appreciate the work of staff. They highlighted the consistency and stability that it brings at a key moment in their lives.

## **What does the school do well and what does it need to do better?**

All pupils study a broad range of subjects. English and mathematics are at the heart of the curriculum. Teachers have excellent subject knowledge. They plan and deliver a curriculum that is both suitable and ambitious for pupils in all year groups.

Teachers know pupils very well. They select activities and resources that are of particular interest to pupils. They know the challenges pupils face and work hard to engage pupils in their learning. Secondary-age pupils have opportunities to learn about the world of work

and plan for what they will do next. Students in Years 12 and 13, for example, get help with interview skills and applications for college or work.

At the time of the inspection, there were no pupils in the primary department. Leaders have ensured the curriculum for early reading is well planned and includes a structured approach to teaching phonics. This helps pupils who have fallen behind to quickly become confident, fluent readers.

In all subjects, the curriculum is sequenced effectively with an exceptionally high degree of personalisation for all. Teachers identify and address any misconceptions that pupils might have. They go over previously taught subject content if pupils have any gaps in knowledge. They provide clear and helpful guidance so that pupils can secure and deepen their understanding.

Pupils with special educational needs and/or disabilities are very well supported. This ensures that these pupils develop and deepen their knowledge and skills across the curriculum. This includes those with an education, health and care plan. All pupils achieve highly in their subjects. They are exceptionally well prepared for their next stage in education. For many, this means that they have a smooth return to their home school.

Staff manage pupils' behaviour consistently well. They support pupils to get the most out of their time in school and in lessons.

Leaders plan opportunities to teach pupils about relationships and sex education. They also help pupils understand how to keep themselves safe online and in the community. This is done in close collaboration with families and medical staff. The school prides itself on the numerous cultural links and activities it has developed. These visits and experiences enhance the curriculum very well. For example, a link with the City of London Sinfonia supports the music curriculum very effectively. It also provides pupils with opportunities to explore the contribution music can make to health and well-being.

Staff are very positive about working at the school and the work they do to support pupils. They find leaders approachable and have no concerns about bullying or harassment.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding that permeates the school. All school staff know how to identify pupils who may need help. Staff fully understand pupils' needs and that they may be more vulnerable as a result.

Leaders and staff are effective at securing the help pupils need, including by making referrals to other agencies where necessary. The school works very well within an established multidisciplinary team at the two hospitals they work with.

All checks on staff who work at the school are very well managed.

## Background

When we have judged a school to be outstanding we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be outstanding in November 2011.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100876
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10199986
<b>Type of school</b>	Special
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	44
<b>Of which, number on roll in the sixth form</b>	25
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mickey Kelly MBE
<b>Headteacher</b>	Dr John Ivens
<b>Website</b>	<a href="https://bethlem-maudsleyschool.org.uk/">https://bethlem-maudsleyschool.org.uk/</a>
<b>Date of previous inspection</b>	14 September 2016, under section 8 of the Education Act 2005

## Information about this school

- The school caters for pupils with social, emotional and mental health needs who are patients of the Bethlem and Maudsley hospitals.
- The school is registered for pupils aged from four to 19. However, at the time of the inspection, no pupils aged four to 11 were on roll. This is because primary-age admissions to hospital have been paused in response to the COVID-19 pandemic.
- Leaders do not use any alternative provision for their pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with governors, the executive headteacher, the head of school, the deputy headteacher and the school manager. Inspectors also met with the local authority school development adviser.
- Inspectors carried out deep dives in these subjects: English, mathematics and citizenship. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- When evaluating the effectiveness of safeguarding, inspectors looked at the school's systems, safeguarding records, and relevant policies and procedures, and spoke to a sample of pupils, staff and parents. Inspectors also spoke to the safeguarding governor and the designated safeguarding leads.
- Inspectors looked at responses to Ofsted's Parent View and surveys of staff and pupils.

### **Inspection team**

Gary Pocock, lead inspector

Ofsted Inspector

Penny Barratt

Ofsted Inspector

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