



# St Giles School

## Inspection Report

**Unique Reference Number** 101852  
**LEA** Croydon LEA  
**Inspection number** 276601  
**Inspection dates** 20 October 2005 to 21 October 2005  
**Reporting inspector** Michael Farrell AI

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

<b>Type of school</b>	Special	<b>School address</b>	Pampisford Road
<b>School category</b>	Community		South Croydon
<b>Age range of pupils</b>	2 to 16		Surrey CR2 6DF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02086802141
<b>Number on roll</b>	110	<b>Fax number</b>	02086816359
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr K Morcombe
<b>Date of previous inspection</b>	30 October 2000	<b>Headteacher</b>	Mrs J P Thomas

<b>Age group</b> 2 to 16	<b>Inspection dates</b> 20 October 2005 - 21 October 2005	<b>Inspection number</b> 276601
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

St. Giles School provides for 112 boys and girls aged 3 to 16 years who have physical disabilities, some of whom have complex medical needs. At the time of the inspection, there were six children in the Foundation Stage, forty-eight in the primary phase and forty-five in the secondary phase. The purpose built school accommodation is shared with medical and therapy staff, working part of the time in the school, but managed by the Primary Care Trust. A higher than typical number of pupils is eligible for free school meals. Almost 40% are from minority ethnic backgrounds. The school has achieved a range of awards including a Sport England Active Mark, Sport England Sports Mark, Arts Mark Gold Award, School Achievement Award (2002) and Investors in People. High staff turnover, including former teachers gaining job promotions elsewhere, has resulted in a higher than usual number of new teachers joining the school in the previous two years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

In its self evaluation, the school judges its effectiveness to be 'outstanding' and the inspector agrees. The school provides excellent value for money. Learners progress and achieve very well and their personal development is excellent. Teaching and learning reaches consistently high standards and the school's curriculum and its arrangements for care, guidance and support of learners are all outstanding. The school benefits from the excellent leadership and management of the head teacher and senior management team and exemplary support from the governing body. The school has developed very good links with 'external' partners such as local mainstream schools and has good partnership with 'internal' colleagues such as medical care staff. The school's self evaluation is accurate and relates very closely to what is evident in the school. In the Foundation Stage, the quality of provision and the progress and achievement of children is excellent. Since its previous short inspection in October and November 2000, the school has improved very well and demonstrates the capacity to develop even further.

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

\* The school should continue to work with similar schools to enhance its use of comparative data to refine and improve its provision.

## **Achievement and standards**

### **Grade: 1**

Although learners begin from generally low starting points, their achievement and progress are exceptionally high with the vast majority reaching the challenging targets that are set and monitored by the school. Eligible pupils take national tests at ages 7, 11 and 14 years and pupils have end of key stage assessments in all National Curriculum subjects. National accreditation in the secondary phase includes General Certificate in Secondary Education (GCSEs), Certificates of Achievement, Unit Award Accreditation and the Youth Award Scheme. Pupils are entered at a level appropriate to their abilities and achieve very well. Children in the Foundation Stage and pupils in the primary and secondary departments all make progress at a rapid rate. No group of pupils significantly underachieves.

## **Personal development and well-being**

### **Grade: 1**

The school judges the personal development of learners to be exceptionally high and the inspector agrees. Learners of all ages are friendly and confident, behave well and work hard. Their attitudes to learning in lessons and other activities is extremely positive and their behaviour in and around school is very good. The spiritual development of learners, supported by religious education and awareness of different faiths, is excellent. Moral development and social development are both excellent and

are encouraged by the school's very positive atmosphere. Learners know the agreed school rules and can explain the consequences of good and unacceptable behaviour. They show great concern and care for each other. Pupils actively participate in a scheme to ensure that all children in the playground have a friend they can be with. Excellent cultural development is shown in pupil's respect for each other, their work for other people in different parts of the world, for example the survivors of the Tsunami disaster, and in art work from different parts of the world. Attendance is high after authorised absence for medical reasons is taken into account. Learners enjoy and value their school. Older students showed very good knowledge of the hazards associated with electricity. Pupils take part in physical activities, including swimming, and are aware of healthy eating. Learners make a very positive contribution to the community, taking part in fund raising for various charities through a 'readathon' and putting on performances for parents and visitors. They develop many skills to help their future economic well being such as household safety, working to support the recently opened school bank, and taking part in enterprise schemes. All older students take part in schemes to develop skills for the workplace.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The school judges its teaching and learning to be good but the inspector judges it to be outstanding. For example in an English lesson in the secondary phase all pupils performed their own poems whilst being video recorded. Everyone was included and those whose speech was less intelligible used a pre-recorded script as the poem was displayed on the interactive whiteboard. Performers were greatly encouraged and uplifted by the enthusiastic applause of their peers and their self-esteem was visibly raised. Teaching is generally enthusiastic and sensitive to the pupils' wide range of needs. Pupils' learning is well supported by very skilled support from additional teachers and learning support assistants. Very well structured planning, careful assessments of progress and very good use of resources, including the excellent use of information and communications technology, also add to the high quality of lessons.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding. The Foundation Stage programme is meticulously planned and skilfully delivered. In both primary and secondary phases teachers' long, medium and short term planning is thorough and detailed. Assessment opportunities are built into planning. Information and communication technology is very well used in different subjects. Devices to aid communication are very effectively used to support learning throughout the school. For older students, there is wide range of accredited courses including General Certificate in Secondary Education, Entry Level, Unit Awards and the Award Scheme Development and Accreditation Network (ASDAN) Bronze and Silver Award Scheme (which helps develop and accredit personal, independence and

living skills). Visitors coming to the school, visits to other locations, residential trips, plus, lunchtime clubs, such as art and karaoke, considerably enrich the curriculum.

## **Care, guidance and support**

### **Grade: 1**

The school judges its care, guidance and support as reaching a very high standard and the inspector considers that this aspect of the school's work is outstanding. Risk assessments are very thorough. Child protection procedures are robust and members of staff are well informed about them. Assessments are detailed, accurate and up to date. Annual reviews are very well structured and reports for parents are detailed and helpful. Positive links with outside agencies, such as Connexions, aid guidance for older learners. Pupils are very effectively involved in decision making through the school council and the setting of class rules. The school maintains very positive links with parents who overwhelmingly value the work of the school. Quotes from parents include:- 'a lovely welcoming place', 'our child has come on in leaps and bounds', 'staff and pupils give 100% in everything they do', and 'the school to home communication has been excellent'.

## **Leadership and management**

### **Grade: 1**

The school evaluates leadership and management as outstanding and the inspector agrees. The head teacher refuses unequivocally to accept second best for learners. She and the senior management team have a very clear sense of direction for the school and have high expectations for learners and staff. The school is a very positive place which focuses strongly on what the learners can do. The school's self evaluation is of a very high standard. Pupils' performance is monitored to meet challenging targets and parents and learners are fully involved in these processes. Despite the recent staff changes the system of performance management for staff is very effective and contributes effectively to the excellent quality of teaching and learning. The school intends to extend its work with similar schools to compare achievement data to further improve its performance. Governors are very knowledgeable about the school's strengths, areas of development and direction. They are rigorous yet supportive and monitor the school's improvement planning very carefully. Value for money is consistently high and governors monitor finances closely. The very effective leadership and management have ensured the school has improved since its previous inspection and has the capacity to bring about further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.



**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for all the help you gave me when I visited your school. I enjoyed it a great deal. I am writing to tell you what I found out about your school.

There are many things that are outstanding.\* You told me that you like working hard, playtime, computers, English, physical education and trips and that the school was like 'one massive family'\* Mrs. Thomas, the staff and you yourselves have made the school a very positive place to be and one where everyone tries their best\* You do very well in your work and you are taught very well\* You are friendly, confident, and well behaved and you show great care for each other.

There is something that the school can do even better. I have asked the staff to develop the contacts they already have with similar schools to compare how well each school is doing and to try to improve each other's work even further. Thank you again for being so kind on my visit.

Every good wish for the future.

Michael Farrell