



# Clifton Hill School

## Inspection Report

**Unique Reference Number** 125470  
**LEA** Surrey LEA  
**Inspection number** 281941  
**Inspection dates** 13 July 2006 to 14 July 2006  
**Reporting inspector** Greg Sorrell AI

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

<b>Type of school</b>	Special	<b>School address</b>	Chaldon Road
<b>School category</b>	Community		Caterham
<b>Age range of pupils</b>	11 to 19		CR3 5PH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01883 347740
<b>Number on roll</b>	81	<b>Fax number</b>	01883 349617
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr P Boulter
<b>Date of previous inspection</b>	12 June 2000	<b>Headteacher</b>	Mrs M Unsworth

Age group	Inspection dates	Inspection number
11 to 19	13 July 2006 - 14 July 2006	281941

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Clifton Hill School is larger than average and admits pupils from Surrey and three neighbouring London Boroughs. All pupils have a statement of special education needs, mostly relating to severe learning difficulties, although there is a range of other needs including profound and multiple learning difficulties (PMLD) 20% and autistic spectrum (ASD) 20%. A small number have language/communication difficulties, additional medical needs and/or physical difficulties.

Nearly half the school's roll is post-16. The vast majority of pupils have White British heritage and a few other ethnic minorities are represented. Eight pupils are 'looked after'. The school previously enjoyed Beacon status; it is currently working towards the Parents' Charter; the Healthy Schools' Award and has recently been awarded Investor in People and Artsmark status.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

Clifton Hill is an outstanding school and reflects the school's own view of its effectiveness, although in some respects its accurate self-evaluation is rather modest.

Achievement by pupils in Key Stages 3 and 4 is outstanding, as it is by students in the sixth form. Careful consideration has been given to providing a good curriculum with outstanding features, notably the account taken of learners' needs to ensure maximum achievement and independence.

Achievement is carefully monitored, and very effective systems ensure that targets are appropriate and challenging within a good curriculum that has a suitable focus on the key skills, first hand experience, use of the community, accreditation and personal development. Occasionally, there are too few references to planned opportunities for spiritual, moral, social and cultural development. Nevertheless, the pupils and students succeed very well as a result of the school's practice. The school ensures that all learners know about staying healthy, enjoy their lessons, and feel safe in an environment where they can achieve well and are well prepared for the next stage of their lives.

Relationships in school are excellent, and the learners' interests are at the heart of all developments.

The leadership and management of the school are outstanding. The school continually seeks to evaluate its work and improve its practice. Staff are extremely well deployed and they make best use of the school's limited accommodation. School improvement has been excellent since the last inspection, as is its capacity to make further improvements. Parents are overwhelmingly supportive of the school. The quality of governance is good although there is a need for governors to become more active in self-evaluation. The school provides excellent value for money.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 1**

The sixth form is led and managed by the same staff as the rest of the school; outstanding leadership and management lead to quality of provision and students' achievement that are outstanding.

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

- Ensure that the evident range of opportunities for spiritual, moral, social and cultural development is reflected in planning.
- Extend the role of governors in school review.

## **Achievement and standards**

### **Grade: 1**

Pupils' and students achievements are outstanding because the quality of education, care and support provided are excellent. The standards attained are understandably

below average, but all pupils and students in the sixth form make excellent progress according to their abilities towards targets in their individual education plans (IEPs.) Pupils' achievement in relation to their starting points and capabilities as measured by national criteria (P levels) is excellent. Key Stage 4 pupils and students in the sixth form achieve very well on work experience and in a range of accredited courses including GCSE art, Accreditation for Life and Living and Equals Moving On; the National Skills Profile and in Award Scheme Development and Accreditation Network courses (ASDAN). The art-work, in particular, produced by some Key Stage 4 and post-16 students represents outstanding achievement. Rigorous data analysis shows no significant difference in achievement between any of the different groups of special educational need, race or gender.

The school sets challenging targets for the pupils based on meeting key skills, including communication, numeracy, the use of information and communication technology (ICT) and working with others as independently as possible.

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

### **Grade: 1**

The pupils' and students' personal development and well-being are outstanding due to the quality of education and care they receive. Their obvious expressions of excitement as they enter the school each morning show that they are happy to be there. Attendance is good for all age groups, and absences are invariably for medical reasons.

In relation to their abilities to communicate, pupils and students show extremely positive attitudes to each other and staff. In lessons, they respond well to carefully planned lessons, including multi-sensory experiences of history, music and art. Older students speak with justifiable pride about the techniques they have learned in art when creating landscapes and three-dimensional pieces of work.

The school is racially harmonious and cultural diversity is celebrated. Pupils and students feel safe, their behaviour is excellent and there have been no exclusions in the last year. Parents and carers are extremely positive about their children's personal development and the positive impact on home-life.

Pupils' and students' spiritual, moral, social and cultural development is outstanding. Spiritual development is clearly evident in assemblies and collective worship. They develop a growing self-awareness and understanding of the world around them as a result of regular use of the community, where they experience different social and cultural environments. Pupils spoke excitedly about their participation in a competitive sports day with other schools. Part-time attendance by post-16 students at a local secondary school and a local college of further education is a particularly rich social experience. Responsibilities are taken seriously by the vibrant school council.

The school helps pupils live healthy and safe lives and to choose to do so if possible. Pupils' and students' economic well-being and preparation for life after school are secured by learning key skills, experiencing the world of work and gaining an awareness of the community in which they belong.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teaching and learning are outstanding. The quality of teaching is never less than good and sometimes excellent. Teachers and teaching assistants have a very good knowledge of the pupils' needs and preferred learning styles and reflect this in their planning. A particular strength is the depth of planning to ensure that resources and experiences are appropriate to make best use of pupils' abilities. For example, staff employ a wide variety of artefacts, communication methods and sensory experiences to engage the pupils' attention, and sensitivity to their dignity is observed. Good account has been taken of national guidance for the structure of lessons and ways to involve learners in assessment. The majority of staff are proficient when signing to communicate with pupils.

The teamwork between teachers and other staff is excellent, with appropriate opportunities provided for them to evaluate the quality of lessons and discuss future planning. Some teaching assistants have additional specialist roles and all offer good support in the assessment of achievement.

The use of ICT is good. Staff are familiar with devices to enable pupils to communicate effectively and the use of interactive whiteboards is just about routine in most classrooms. Staff use digital cameras to record achievements, and older students participate in adding text to these images. Staff also make best use of the accommodation to ensure weaknesses do not have an adverse effect upon achievement.

### Curriculum and other activities

#### Grade: 2

The curriculum is good, with some outstanding features, and helps pupils and students to make excellent progress.

It both meets statutory requirements and contains elements of considerable flexibility in meeting the diverse needs of all pupils and students. Programmes of work are thorough and promote the academic, physical and personal development of all learners. The whole school day, not just lessons, is carefully structured to make best use of the time available.

There is an appropriately strong emphasis on the core skills of communication, personal, health, social and citizenship education (PSHE) throughout the school and vocational learning in Key Stage 4 and the sixth form. Careful planning ensures personal care: medical and therapist intervention are timetabled to ensure the curriculum meets the additional needs of individuals. After-school activities are limited by transport difficulties, although the annual residential school journey is immensely valuable in equipping the older students for life after school. Whilst the curriculum provides very well for spiritual, moral, social and cultural development, these aspects are not always

sufficiently identified in planning. The school has recognised the need to widen the scope of enterprise experiences for students where appropriate.

The curriculum is suitably adapted to meet the different educational needs present in the school. For example, a multi-sensory approach for PMLD pupils, greater structure for those with ASD and sharply focussed attention in small steps for all pupils. In Key Stage 4 and in the sixth form, many opportunities are provided for accreditation. The provision of a GCSE art course in Key Stage 4 and the sixth form is an excellent example of modifying the curriculum in light of students' capabilities.

The curriculum is enriched by themed weeks with emphases on particular subjects, such as science and history. The community is used very effectively, as is the school's accommodation. The size of the school hall limits its use and some classrooms are cramped when used by some groups, notably those with greatest needs and numbers of support staff.

## **Care, guidance and support**

### **Grade: 1**

Excellent provision is made for pupils' care, support and guidance. The school lives up to its ethos of pursuing the highest achievement for all and pays meticulous attention to personal development and well-being. Arrangements for safeguarding pupils are robust. Risk assessments are regularly undertaken and child protection is given a suitably high priority, as is the health and safety of the whole school community.

Pupils are given outstanding support and guidance to meet their termly individual targets as a result of high quality teaching and well-focussed intervention and guidance. Very good attention is given to inducting the pupils when moving from one class to the next and when leaving school. Relationships with other agencies, including care workers, therapists, medical staff and careers advisors, are excellent. The deputy headteacher's role as a manager at a local children's home ensures excellent communication on behalf of 'looked after children'. The school uses its own resources extremely well to address shortages in therapy.

Comprehensive reports keep parents extremely well informed about their children's progress and they are invited to discuss targets and achievements throughout the year.

Parents are overwhelmingly supportive of the school and many report a better quality of life at home as a result of its impact on their children. 'My son has become a confident, mature young man and this is due to the excellent staff working as a team ..... the school has given us excellent support.'

## **Leadership and management**

### **Grade: 1**

The headteacher and deputy provide excellent leadership and management and are very well supported by other members of the senior leadership team. There is a very clear commitment to meeting the academic and care needs of the pupils and students

in the widest sense and in ensuring that 'every child does matter.' For a considerable time, the school has been regarded by other professionals as a place where good practice can be observed. Whilst this remains true, the school continues to seek ways to improve its provision. Teachers who are new to the school or this type of school benefit from good written guidance and exemplary monitoring and support.

Rigorous analysis of data, routine observation of teaching and accurate self-evaluation, have together led to successful developments in the curriculum, staff deployment, and achievement by pupils and students. For example, by offering increased accreditation for its older learners and the training and deployment of teaching assistants to address shortfalls in therapy, pupils achieve greater success in their language skills and mobility.

The recent re-organisation of senior management makes the fullest use of the complementary skills of staff. The school is correct in viewing its capacity for further improvement as excellent. The governors, some of whom are very new to their role, are led by a highly committed chairman who provides good support to the headteacher. The governing body's 'hands on' role in self-evaluation requires further development. Their tireless drive to improve the accommodation has resulted in effective part-time use of a classroom in a local school, although more permanent arrangements have not yet been secured.



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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	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	
The effectiveness of the school's self-evaluation	1	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	1	1

<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	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<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**

Pupils

Thank you for helping me to find my way around your school and for making me so welcome.

I agree with the staff and your parents that Clifton Hill is an excellent school. The school is a friendly place to be, and you are happy at school. I can see that you enjoy your lessons, and at break-times you get along with each other very well. The teachers and all other staff help you to do well in lessons. I saw you working hard and behaving very well even though you haven't got much space in some areas, but your swimming pool is really good. I really enjoyed meeting representatives from your school council. I know that the teachers do listen to your views, and understand you like having the minutes of earlier meetings in good time! You told me that you feel safe and that you can share problems with the staff. There were many reasons why you enjoy coming to school; most importantly, you feel that you improve in lots of ways. I agree with you! It is very clear that you gain in confidence and get to do many different activities during the day. I know you especially enjoy visits and taking part in sporting events. In the sixth form, you told me that you enjoy attending a local school for some of your lessons, and look forward to work experience and college. It is also good that you can achieve certificates in a wide range of subjects that will help you when you leave school. I was especially pleased by the work some of you do in art. It was not just your paintings and sculptures that impressed me, but the way in which you described how you had created them and what you did to improve them. I have been in lots of schools like yours and your art-work was amongst the best I have seen!

I'm asking the school to do a couple of things to improve further. One is for teachers to write down more about what they hope you will feel and experience when they are planning lessons. The other thing is to enable all governors to be more active in checking on how well the school is doing.

Yours sincerely,

Greg Sorrell

Lead Inspector