



Cambridge School

Inspection Report

Unique Reference Number 100382
Local Authority Hammersmith and Fulham
Inspection number 285782
Inspection dates 8–9 March 2007
Reporting inspector Mike Smith

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

Type of school	Special	School address	Cambridge Grove
School category	Community special		London
Age range of pupils	11–16		W6 0LB
Gender of pupils	Mixed	Telephone number	020 8748 7585
Number on roll (school)	91	Fax number	020 8741 9375
Appropriate authority	The governing body	Chair	Mrs Elizabeth Redpath
		Headteacher	Ms Olivia Meyrick
Date of previous school inspection	2 December 2002		

Age group	Inspection dates	Inspection number
11–16	8–9 March 2007	285782

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

On entry pupils are working well below national expected levels and have statements of special educational needs for their moderate learning difficulties and complex needs. An increasing number of pupils have social, emotional and behavioural difficulties. Pupils come from a very diverse range of backgrounds and currently just over a half are eligible for free school meals. Around two thirds of pupils are from a wide variety of minority ethnic groups with no group being particularly dominant. There are four pupils at an early stage of English acquisition. There are just over twice as many boys as girls. A few pupils are in the care of the local authority or are from refugee or asylum seeking families. The school has achieved the Healthy School award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school. The headteacher has a clear vision for developing the school and is providing effective and focused leadership. The well-organised deputy and experienced senior manager offer very effective support. Systematic procedures are being developed and implemented to improve provision and extend the learning opportunities for all pupils. The capacity to improve is good. There are high expectations of staff and this reflects on the high expectations staff have of pupils. There is a commitment from everybody to make the school even better and staff are keen to extend their knowledge and skills to ensure they meet the needs of all pupils. School procedures for consultation and self-evaluation are good and the school is clear about what it needs to do to improve and how to do it.

A very positive and safe learning environment has been created and relationships are excellent. Mutual respect is clearly evident between pupils and adults. The school works extremely effectively in partnership with a range of external agencies to ensure that learning opportunities and care and support is effectively coordinated to meet pupils' needs. Teamwork is a strength and staff enthusiastically pursue a wide range of initiatives that improve pupils' learning and personal development. Teachers, support staff, therapists and mentors work very effectively together to ensure that pupils learning and care needs are met.

Standards vary enormously, but overall are well below average. There are, however, individual pupils who reach age related standards in subjects such as music, art and physical education. Given their starting points, and the various barriers to their learning, the achievement of the great majority of pupils is good. Younger pupils make good progress in developing their confidence and attitudes to learning, which are effectively built upon as they move through the school. Older pupils engage in work-related activities and achieve a variety of appropriate accredited courses. Overall, pupils make good progress in their learning and outstanding progress in their personal development. This is as a result of the excellent relationships, good teaching, guidance and the outstanding care and support they receive. Pupil assessment and tracking strategies are developing well and any underachievement is clearly identified. Information on pupils' progress is not yet consistently used by all teachers in their planning resulting in a lack of challenge for a small number of pupils.

Pupils' behaviour and attitudes to their learning are good. The great majority love coming to school and they clearly understand the importance of keeping safe and leading a healthy lifestyle. Pupils like to take on individual responsibility, such as peer mentoring or being part of the school council. They learn useful skills through their enthusiastic involvement in a broad variety of activities in and outside of school. This very effectively prepares them for the next stage in their learning or for life after school. Pupils' spiritual, moral, social and cultural development is excellent and they make very positive contributions to the community. The curriculum is relevant to pupils' needs and visits into the community and visiting specialists very effectively support their learning. Parents are very supportive of the school. One wrote, 'I am very pleased with my son's progress, he is doing well, thanks to his schooling'. Governors

are well-informed and take an active part in monitoring, self-evaluation and in the strategic management of the school. Clearly, the leadership and management of the school are having a positive impact on provision which is enabling pupils to achieve well and make good progress.

What the school should do to improve further

- Make sure that all pupils are challenged consistently by making better use of assessment to plan work.

Achievement and standards

Grade: 2

The standards of most pupils are well below average because of their learning difficulties. Despite these difficulties, the achievement of the great majority of pupils is good in relation to their individual targets. From their initial assessments at entry to Year 7, pupils develop confidence and improve their attitudes to learning and are well on their way to making the excellent progress in their personal development that is evident across the school. Older students learn to be more independent and self-aware and succeed in a variety of work-related experiences, college placements and accredited courses. Pupils' progress is now being systematically recorded and analysed and currently shows that no group of pupils are underachieving. When any underperformance is identified, effective support is employed.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding and firmly supported and embedded in the everyday life of the school. Pupils are enthusiastic learners and appreciate and enjoy their experiences in school. One pupil said, 'I love coming to school and meeting my friends'. Pupils are aware of the importance of learning useful skills and they are well supported to become as independent as possible. Pupils relish taking responsibility whenever they can and they are encouraged to do so. Pupil mentors are well trained and act maturely. The school council is well organised and pupils see the fruits of their labour when the school acts upon their requests. Attendance is satisfactory overall. Improved attendance is rewarded and many pupils make excellent gains. Pupils' understanding and contribution to the local community is excellent. They are involved in a wide number of projects and pupils have a good understanding of citizenship. Pupils feel safe and clearly understand what constitutes a healthy lifestyle. Pupils appreciate the importance of physical activities and the additional opportunities on offer during and after school. Their recent success in the area swimming gala provoked ecstatic jubilation on their return to school with their hoard of medals. Pupils acquire essential skills through appropriate programmes that encourage confidence, independence and effectively prepare them for life after school and in the community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and, as a result, pupils make good progress. The quality of teaching and learning is carefully monitored and accurate judgements are made with support and guidance given when the need for improvement is identified. Opportunities for further professional development are very good and are clearly linked to improving the skills necessary to meet pupils' individual needs. Pupils enjoy their learning and are motivated to succeed when engaged in interesting and relevant activities. All staff ensure that individual pupil effort and achievement is rewarded and celebrated and this encourages pupils' to try even harder. Team work between teachers, support staff and learning mentors is a strength and ensures that pupils' personal development needs are fully met so they can make the most of their learning. Information on pupils' progress is not consistently used by all teachers in their planning to ensure the right level of challenge for all pupils.

Curriculum and other activities

Grade: 2

The curriculum is good and offers a broad range of relevant experiences that support pupils' excellent personal and good academic development. The school is innovative in its outlook and there is a good emphasis on supporting the development of pupils' literacy and numeracy skills across the curriculum. The recent division into 'lower' and 'upper' schools and the linking of subjects together in the lower school is helping to improve the confidence and attitudes to learning of many of the younger pupils. Personal, social, health and citizenship education makes a significant contribution to pupils' growing self-confidence and maturity which is effectively supported by the work of the learning mentors. There are good sporting opportunities available and the curriculum fully supports healthy living. The curriculum is effectively enriched with an outstanding range of additional opportunities, including lunchtime clubs, after-school activities and visits into the community. Outside specialists also provide a range of first class experiences, including 'rock school' and African drumming sessions. Pupils have opportunities to develop skills through enterprise activities while increasing their understanding of the world of work. Older pupils' needs are met by a relevant range of accredited courses, college placements and work related opportunities which help to prepare them for life after school. The school actively seeks to enliven its curriculum opportunities by getting involved in a variety of initiatives, for example, the Arts Council's Creative Partnerships.

Care, guidance and support

Grade: 1

The care and support for pupils are outstanding and are embedded in everyday practice. Efficient school procedures and practice keeps pupils safe and secure while encouraging

them to become responsible for their own learning and behaviour. Clear procedures for safeguarding pupils are understood by all staff. Effective teamwork ensures that there are consistent approaches and support for all pupils and learning mentors give additional and valuable support to the more vulnerable pupils. Pupils receive good individual guidance that ensures that they make good academic progress and excellent progress with their personal development. Pupils say that in lessons it is made clear to them what they have to do to improve. Excellent partnerships with support agencies ensure that the specific needs of pupils are well met. There are good links between school and home and parents appreciate the support they receive to help their children's learning.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher and deputy headteacher work effectively together and provide very clear direction. This results in everyone being clear about their roles and responsibilities and a confidence that they can make a difference to improving pupils' learning and progress. Management responsibilities are effectively shared and leaders have a clear focus on school improvement and raising pupils' achievement. The impact of everyone's work shows in the excellent care and personal development of pupils and the good progress they make. Through rigorous monitoring and review, effective areas for improvement and strategies for action are clearly identified. The very best teaching and learning and effective management of behaviour could be shared more effectively. The school works very well with external support agencies resulting in appropriate support being coordinated to meet the variety of pupils' individual needs.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
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

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making me feel so welcome when I visited your school. A special thanks to the school council who gave me their opinions on a range of matters we discussed. I agree with you and your parents that your school is good. It supports your needs and ensures that you make good progress in your learning and excellent progress in your personal development. Your teachers are working hard to meet your learning needs and you can help by listening carefully in lessons, behaving the best you can and working hard towards your targets. I particularly liked the fact that:

- all staff care and support you exceptionally well
- you get on really well with each other and all adults
- you are friendly and polite and know all about healthy living
- you enjoy your lessons and make good progress because teaching and support in class is good
- you really appreciate the clubs and after school activities on offer
- you learn useful skills that will help you when you leave the school
- you think of others less fortunate than yourselves
- the school works extremely well with other people to ensure you all receive the support you need
- your headteacher, staff and governors are always thinking how they can improve the school even further.

The school knows it can improve even further by:

- Ensuring teachers use the information they have on your progress in all their lesson planning and give you challenging individual targets.

Once again, thank you for being so friendly, I really enjoyed my visit and sincerely wish you every success for the future.

Yours sincerely

Mike Smith Lead inspector