

Bredinghurst School

Inspection report

Unique Reference Number	100874
Local Authority	Southwark
Inspection number	307514
Inspection date	10 June 2008
Reporting inspector	Stuart Charlton

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

Type of school	Special
School category	Community special
Age range of pupils	11–16
Gender of pupils	Boys
Number on roll	
School	48
Appropriate authority	The governing body
Chair	Mr K Lyons
Headteacher	Mr C Boxall
Date of previous school inspection	1 November 2004
School address	Stuart Road Peckham Rye London SE15 3AZ
Telephone number	020 7639 2541
Fax number	020 7732 5502

Age group	11–16
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Bredinghurst is a day and residential school for boys aged 11 to 16 who have severe emotional and behavioural difficulties. Students are currently being admitted with an increasingly wide range of needs. All have a statement of special educational need. At present, there are only a small number of students in the residential provision. The number of students eligible for a free school meal is above the national average. The majority of students are of White British origin, with smaller numbers from Black African/Caribbean backgrounds. A very small number have English as an additional language. Since September 2007, there have been significant changes in the senior management structure with the appointment of a new consultant headteacher and consultant deputy headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Bredinghurst provides a satisfactory education for its students. After the last inspection, the school went through a period of considerable uncertainty, culminating in the appointment of a consultant headteacher and deputy headteacher in October 2007. Since that time, it has made significant progress and is improving rapidly. Students now make comments such as, 'I am very happy with the school, it has come a long way in a short time.' Parents, too, are positive about recent improvements. One said that, 'The school is much quieter and calmer and I am pleased with everything it is doing for my son.'

From a position in where there were few management or assessment systems, the new headteacher and his deputy have quickly established an effective behaviour management policy. In addition they have put in place rigorous and robust systems to identify and track students' progress and achievements and to set challenging targets for them. The school now has good systems to monitor teaching and learning. However, all these systems are at an early stage and have yet to reach their full potential. Critical in making such a good start has been the rapport that the senior management team have built up with staff. Through extensive support from a variety of agencies, including the Local Authority (LA), good training has been given to all staff and this is beginning to pay dividends in improving the quality of teaching and learning. All lessons are now at least satisfactory with a number that are good or better. This proportion is increasing quickly as staff become more conversant with the new systems. The new focus on establishing the school as a learning community with high expectations, and the ethos that teachers will enable and lead learning, have been crucial in turning round the effectiveness of the school.

These changes have a positive impact on students' attitudes and behaviour. Most students have missed a significant amount of schooling before coming to Bredinghurst and, until this year, many had made little or no improvement in their behaviour or attendance. This has changed to the extent that behaviour is now satisfactory, and is reflected in the significant reductions in exclusions and reduced time out of classes. Although attendance is still an issue, many of the younger students who do not have a legacy of disillusion with the school are making significant improvements and this is beginning to have a positive influence on their older peers. Students' personal development including their spiritual, moral, social and cultural development is satisfactory. Through lessons, and the work of external agencies, students are developing an appreciation of the need to be healthy, particularly in relation to substance abuse. Although there is still some way to go in ensuring that all students make best use of the opportunities available to them, most now enjoy their lessons. Peer monitoring by students is becoming a feature of school life and the school council is playing an increasingly important role in ensuring that the student voice is heard. Overall, students are suitably prepared for life after school, but there is still some way to go in ensuring that they have the reading and writing skills they will need in later life.

These improvements have a positive impact on students' achievements and the progress they make. As one said, 'I am doing well, but I now know I can do even better.' The legacy of under achievement for all students is taking some time to work through, but there are clear indications that a good start has been made.

There have been significant changes in the personnel on the governing body. It is now in a position where it has the information it needs to challenge the school and to act as an effective

critical friend. Taken overall, the school is now in a sound position to move forward with the next stage in its development.

Effectiveness of boarding provision

Grade: 3

The Commission for Social Care Inspection (CSCI) report, carried out in December 2007, judged the residential provision to be satisfactory with some good features in students' enjoyment, the positive contribution they make to their community and their economic well-being. Although there are only a small number of students at present in the residential provision, these strengths are reflected as positive features in the present inspection. There are effective links between the day and residential provisions with a number of staff working across both. The school has developed an implemented a good action plan to address the issues raised in the CSCI report.

What the school should do to improve further

- Stabilise the staffing and reinforce leadership by ensuring that a substantive headteacher and deputy headteacher are appointed.
- Improve the overall quality of teaching and learning to ensure that all students achieve as well as they can and that standards rise.
- Improve attendance to minimise disruption to students' learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Students who enter Bredinghurst have experienced considerable disruption in their education and many have missed substantial amounts of schooling. Consequently, attainment on entry is low. Until recently, the school had few procedures or reliable information about students' achievement. This situation is much improved with rigorous systems that are used effectively to set challenging targets in all subjects. Students respond well to these and are anxious to improve their work as was shown in Year 8 and 9 lessons in art and mathematics. The targets are not yet used sufficiently well by staff to ensure that lessons focus on the needs of individuals.

Personal development and well-being

Grade: 3

The school is beginning to make a significant impact on improving students' attitudes and behaviour and their attendance. Many of the younger students have changed the pattern of their attendance for the better, often from less than 30 per cent to over 80 per cent, and a number have not missed a day this term. These improvements are based on strong systems to promote and reward good attendance. The systems are under continual review and students are fully involved in this process so that the majority are now fully aware of the benefits of regular attendance. Involving the students in the development of the school's behaviour policy has ensured that they respect the consistency with which it is implemented, prompting a number of comments to the effect that it is 'hard but fair'. Improvements in attendance and behaviour have had a positive impact on students' attitudes. Those who attend regularly enjoy their education and are proud of the school, its facilities and what it does for them. Many students

commented favourably on the safe and secure environment that the school provides. All involved with the school are working hard to raise its profile with the local community and the improvements in students' behaviour are helping in this.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is improving rapidly based on the good support systems that have been put in place and the effectiveness of monitoring by senior managers. Teachers plan their lessons conscientiously, but there is not sufficient focus on the needs of individuals. Good relationships are a feature of all lessons and these are used effectively to engage students and actively involve them in their own learning. However, the challenging targets that have been set for students are not used consistently to ensure that they are all clear about what they need to do to improve their work and gain a higher grade. Behaviour and classroom management is effective and the occasional outbursts by a few students are not allowed to disrupt the learning of others.

Curriculum and other activities

Grade: 3

Since December 2007, the curriculum has been improved considerably and now more closely matches the needs of individuals, particularly in terms of their personal development. However, there is still some way to go to achieve the balance between academic, vocational and work-related programmes that fully reflect the aspirations of all students. The range of visits out of school and visitors into school that have recently been introduced, help to ensure that students more fully appreciate the community within which they live.

Care, guidance and support

Grade: 3

The school has invested a great deal of time and effort in establishing systems to guide and support students' personal and academic development. On entry, each student is allocated their own key worker who acts as their tutor and advocate throughout their time at school. This forms the basis of the good relationships that now permeate the school, and provides the link with the outside agencies such as, Social Services, Educational Psychologist Support and the Youth Offenders Team, who work with students on an individual basis. The school has also established its own internal network of links to these agencies. These systems have been instrumental in developing students' confidence and self-esteem. The school's recently established systems to identify and track students' progress are beginning to have an impact on raising standards. The arrangements for safeguarding students are now robust.

Leadership and management

Grade: 3

The headteacher has a very clear vision of how the school should develop and provides the drive, determination and commitment to ensure that it is realised. The ethos which pervades all its work is that all students deserve a second chance, through the provision of high quality

resources that enable them to obtain qualifications relevant to their future. The headteacher is very well supported by his deputy and senior management team. Middle managers are quickly developing the confidence to move their areas forward. A significant feature in the rapid development of the school is the strong teamwork and sense of purpose which have been established. The effective systems for staff development and training have enabled changes in teaching and learning to take place very quickly and provide the basis for future developments. The senior team has made good use of the newly developed systems for monitoring, and now have a clear view of the strengths and weaknesses in the provision. However, the information provided is not yet well embedded in classroom practice and is only just becoming available to governors to inform their monitoring. Consequently, the governing body is still coming to terms with how it can act as an effective critical friend to the school. The ethos which has been established enables the school to look forward to the future with confidence.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of boarding provision	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

19 June 2008

Dear Students

Inspection of Bredinghurst School, London, SE15 3AZ

Thank you for all the help you gave me when I came to visit your school. I particularly enjoyed and valued the discussion I held with the School Council. You told me that Bredinghurst has improved rapidly since the appointment of the new headteacher and deputy, even though some of you were not sure about the situation at first. I agree with you that the fortunes of the school have been turned round so that most of you now enjoy coming to school. Your school provides you with a satisfactory education. Lessons are much more interesting and staff pay good attention to helping you to do your best.

One of you said that, 'Now I know what is expected of me I know I can do better.' I fully agree with this and have asked the headteacher and senior management team to ensure that teachers pay particular attention to helping you to reach your targets and gain the qualifications you will need when you leave. To do this it is important that a headteacher and deputy are appointed to maintain the rapid pace of development which has been set. I know that many of you realise the importance of regular attendance, but there are still some of you, particularly the older students, who do not attend regularly. You must all ensure that you help the school to move forward by trying your hardest to improve your work and your attendance.

Yours sincerely,

Stuart Charlton

Lead Inspector