

# Clarendon School

## Inspection report

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<b>Unique Reference Number</b>	102952
<b>Local Authority</b>	Richmond Upon Thames
<b>Inspection number</b>	308170
<b>Inspection dates</b>	11–12 December 2007
<b>Reporting inspector</b>	Kay Charlton

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elizabeth Calwell
<b>Headteacher</b>	Mr John Kipps
<b>Date of previous school inspection</b>	8 December 2003
<b>School address</b>	Hanworth Road Hampton TW12 3DH
<b>Telephone number</b>	020 8979 1165
<b>Fax number</b>	020 8941 3069

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<b>Age group</b>	7–16
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Clarendon is designated for students with moderate learning difficulties and all have statements of educational need. Increasingly, the students entering the school have a much greater complexity of need than in the past. Most are of White British background, and a few speak English as an additional language. The school manages the off-site Oldfield House Unit, which caters for seven of the full-time students, aged 7 - 11, with behavioural, emotional and social difficulties. The school has gained the Artsmark Gold, Activemark, Sportsmark and Healthy Schools awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Clarendon is a good school with some outstanding features. Comments such as, 'My son is so happy at Clarendon, it's the best choice we've ever made', exemplify the high regard that the vast majority of parents have for the school. It is well thought of locally, and the school's own evaluations rightly indicate that it is a good school.

Students of all ages in the main school and those in the unit achieve well. They reach the challenging targets that are set for them and, by the time they leave, achieve a good pass rate in nationally accredited qualifications. Good teaching helps ensure that the pupils achieve well, and the highly effective way in which staff give support helps students to develop their confidence and independence. Staff are enthusiastic and very effectively encourage students and increase their determination to succeed. Occasionally, however, they do not challenge fully the learning of all, particularly those students with the most complex needs. For example, by missing opportunities to use practical activities to extend students' learning. Throughout the school, excellent relationships are established between staff and students and these are used very effectively to improve students' attendance and behaviour. Staff manage students' behaviour in a positive and consistent way and, overall, behaviour is very good. Students thoroughly enjoy school, especially all of the out-of-school activities on offer, and their attendance is good. Their personal development is outstanding, as is the care, guidance and support they receive. They are clear that staff will take time to listen to them and that their views count. They make an outstanding contribution to both the school and the wider community.

The curriculum is good and overall meets students' needs well. Excellent enrichment activities make a very important contribution to developing students' motivation and aspirations. An identified school priority is a focus on reviewing the provision to ensure that the needs of the increasing number of students with complex needs are fully met. A particular emphasis is being given to developing the 14-16 provision to widen the courses and accreditation available.

The headteacher has a clear vision for future development and, along with the deputy provides effective and focussed leadership. They have a clear understanding of the school's strengths and those areas in need of improvement. They have implemented well thought out action plans to address identified weaknesses. Together with the senior team, they have ensured that appropriate improvements have taken place in recent years, particularly in students' achievements at age 16. Very good links have been established with others, including parents, to support the school in its development, and it demonstrates a good capacity to improve.

### What the school should do to improve further

- Ensure that teaching fully challenges the learning of all students, particularly those with the most complex needs.
- Implement changes to the curriculum to ensure the needs of the increasing number of students with complex needs are fully met.

## Achievement and standards

### Grade: 2

Students of different backgrounds and abilities achieve well even though standards are well below those seen in mainstream schools. Given their starting point on entry, students achieve

well in a good range of nationally accredited qualifications. The 2007 results for students aged 16 were particularly impressive in terms of 'value-added' measures. Throughout the school, students try hard and reach the challenging 'small step' targets that staff set for them. The strong focus the school places on communication ensures that all students achieve well in this area. This especially benefits those pupils who speak English as an additional language and those students in the unit who find particular difficulties in communicating with others. In literacy, numeracy, and information and communication technology (ICT) students make good progress in developing the skills they will need in later life for their economic well-being. There are occasions when teaching does not fully challenge all pupils, particularly those with the most complex needs, and in these situations students can still do better.

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

### **Grade: 1**

Students' personal development and their spiritual, moral, social and cultural development are excellent. All students in the school and the unit make impressive gains in developing their confidence, independence and social skills. They gain insight into their feelings, and the open and trusting way that some discussed their emotions in an assembly was a very special moment. Students have extremely positive attitudes and their behaviour is very good. For many, there is significant improvement in behaviour from when they first joined the school. Students talk with understanding about the strategies that have been particularly helpful to them, for example by using an 'exit card' to learn that sometimes they need to walk away from situations that they find difficult. Students care for each other very well indeed and the school council plays an active role in making decisions that affect everyone. A good example being the informed way in which they discussed the playground equipment so that it would best suit everyone's wishes. Students develop an excellent understanding of a healthy lifestyle and say that, 'P.E. (physical education) is fantastic'. They appreciate the importance of being safety conscious and become very mature, making a particularly strong contribution to both the school and wider community. For instance, through the Duke of Edinburgh scheme and working with the local allotments association to grow vegetables for the school kitchen. Overall, students are well prepared for life after school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Across the school and in the unit, teaching is good. Staff establish excellent relationships with students and these are used to good effect to develop students' self-esteem. All are very positive in their approach and use praise in a discerning way to increase students' motivation and to improve both their concentration and behaviour. Support staff form an important part of the team and make a valuable contribution to the development of students' academic and personal skills. Teachers plan lessons conscientiously, and organise a good range of resources to make learning fun. In the main, they make very good use of students' individual targets to assess their progress, inform them how well they are doing and where they need to improve. In an outstanding Year 10 science lesson, staff made use of an exceptionally wide range of strategies. These, included the highly effective use of the interactive whiteboard and group discussion, to ensure that all students were fully challenged in their learning. However, this practice is not consistent across the school.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum goes a long way to meeting the wide range of students' needs with a clear emphasis on developing the basic skills of literacy, numeracy and ICT. However, the school is currently undertaking a review of the provision because of the increasingly complex needs of students. Personal, social and health education is a cornerstone of the school's work and helps to improve students' attitudes so that they approach their learning in very positive way.

Enrichment activities are outstanding with a wide range of clubs, out-of-school activities and visitors to school making a significant contribution. These build on the school's strong provision in the creative arts, science and P.E. and are recognised in the range of nationally accredited awards that the school has gained.

## **Care, guidance and support**

### **Grade: 1**

Clarendon places the individual student at the heart of everything it does and outstanding levels of care, guidance and support are given to all. Staff and a wide range of professionals work together very closely to tailor support to the needs of individual students. Academic, personal and social progress is assessed throughout the day and this information is used well to map out the next steps in students' learning. Parents are kept fully informed, receiving weekly evaluation sheets from their child and their teachers about how well they are meeting their targets. There is a daily exchange of information through the home/school diary. The work of the family support workers is particularly effective in ensuring that parents and the school provide a consistent approach to helping students improve. Students are given comprehensive advice and guidance to help them make decisions about what they might do once they leave school. Link courses at local colleges enable them to experience a range of vocational options, and through well-planned opportunities they learn well about the world of work.

All adults are vigilant in implementing the arrangements for child protection as well as the school's health and safety procedures. Students say they feel safe, and the 'teachers look after us'.

## **Leadership and management**

### **Grade: 2**

The leadership, both in the main school and in the unit, is successfully focussed on raising students' achievements. It ensures that students' personal development is at the heart of its work. The inclusion of all students, whatever their needs, is central to the leadership's vision. The school's motto that 'Clarendon is a place of learning for everyone' is evident in practice. Senior leaders use information from monitoring, particularly that about students' achievements and progress, very effectively, so that they have a good understanding of the school's strengths and weaknesses. They are clear that more needs to be done to ensure that all staff are fully appreciative of the ways in which they might develop their practice to meet the changing needs of the school population. The recent appointment of a manager with responsibility for students with additional needs, and the more focussed procedures for lesson observation that are now in place, are important steps in this development. Generally, the move to ensure that all staff take on more of a leadership role is working well and everyone is proactive in enlisting the

support of parents to help the school improve. Governance has developed well since the time of the last inspection and governors now act effectively as the school's critical friend. They ensure that resources are used well, and that the school provides good value for money.

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## 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?	2
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?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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	2

### 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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

21 December 2007

Dear Students

Inspection of Clarendon School, Hampton, TW12 3DH

Thank you for all the help you gave me when I visited your school on 11 and 12 December 2007. You say that you are proud to attend Clarendon School and that it has helped you to improve in many ways. You told me that you work hard and that many of you have improved your behaviour. You were also keen to point out that the staff help you understand your work and that they listen to your views. I agree that Clarendon is a good school and it is particularly effective in helping you develop your confidence and independence; for example by ensuring that you are confident to use public transport. You were keen to point out that Clarendon helps students gain qualifications and I could see that the students who left in July 2007 did particularly well in this respect.

Teaching is good and teachers make learning fun. Staff arrange an extremely wide range of extra activities. You mentioned that you really enjoy football, the residential visits and are proud to be taking part in the Christmas production of Oliver. The excellent relationships that staff have established with you are used very effectively to help improve your attendance as well as your behaviour.

The senior team have a clear understanding of the school's strengths and weaknesses and are keen to see that Clarendon improves even further. I have asked them to work with staff to make sure that at all times everyone of you work as hard as you can. Also, that they change the curriculum to ensure it fully meets the needs of the increasing number of students coming to the school with complex needs. You can play an important part by trying your hardest at all times.

Yours sincerely,

Kay Charlton Lead Inspector