

# Bedelsford School

## Inspection report

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<b>Unique Reference Number</b>	102621
<b>Local Authority</b>	Kingston Upon Thames
<b>Inspection number</b>	335935
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Lynne Kauffman

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
<b>Age range of pupils</b>	2–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	54
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Holmes
<b>Headteacher</b>	Angela Evans
<b>Date of previous school inspection</b>	4 September 2006
<b>School address</b>	Grange Road Kingston Upon Thames KT1 2QZ
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## Introduction

This inspection was carried out by two additional inspectors. Eighty per cent of time was spent looking at learning: 11 lessons were observed and all eight teachers were seen. Meetings were held with a parent representative, a group of pupils and teachers with a management role, and telephone conferencing took place with the Chair of the Governing Body. The inspectors observed the school's work and looked at school policies, the school's development plan, the school's self-evaluation and the vision statement. They studied 23 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' entitlement and equal access to the most appropriate curriculum
- the sustainability of the high quality systems in the school
- the Early Years Foundation Stage provision and its comparison with the rest of the school
- how governance might become outstanding
- leaders' response to the emphasis on listening to everyone's voice.

## Information about the school

Bedelsford is a small school with a predominance of boys. The school's main focus is on pupils with profound and multiple learning difficulties, pupils who have significant learning difficulties and those who have complex health needs that require routine administration of medication. It draws its admissions from a range of other local authorities. A high proportion of pupils are from minority ethnic groups, including a high percentage of pupils whose families speak English as an additional language and many who have been in the country for a short time. As many pupils are non-verbal, the school communicates with their parents via a newsletter on the school's website and the home-school booklet. All pupils have a statement of special educational needs. A high proportion of pupils are eligible for free school meals. The school makes provision for Early Years Foundation Stage children in a class together.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Bedelsford has big ideas for capitalising on life chances for its pupils. The charismatic leadership of the headteacher throws down the challenge to all teaching staff, therapists, parents and governors that no problem is insurmountable in this exceptional setting. Since the previous inspection the school has seized the opportunity to challenge staff at all levels to use all the techniques at their disposal: to teach, assess and analyse, and to support their pupils to become as independent as possible and develop qualities to help them prepare for their future. In this they are exceptionally successful.

Pupils love coming to school, and parents and carers see their growing confidence in making decisions and taking an active part in everyday activities. The school's development of technology, its creative curriculum and focused therapy input enable it to engage all pupils outstandingly well, including those who do not use speech. Pupils' achievement is excellent, from an exceptionally low start.

Teaching and learning have progressed in leaps and bounds since the previous inspection and now the majority of teaching is outstanding. Integrated planning between therapists and teachers, and the focused work of senior teaching assistants to guarantee learning is kept in an excellent balance with therapy, ensure pupils' entitlement to a curriculum that fully meets their needs. Very effective use of information and communication technology is having a major impact on pupils' access to learning. Much accommodation is stimulating and adds depth to sensory experiences across the curriculum. Spaces such as the theatre let creativity thrive and grow. A recent lesson on the rainforest for pupils with profound and multiple learning difficulties gave them a chance to come out of their chairs and frames to explore the simulated rainforests floor. Pupils' enjoyment was immeasurable because they had the chance to explore like other pupils, finding bugs, sticks and leaves with no constraints on movement ' fun and excellent learning was had by all. The accommodation for the lower school is less effective, particularly in the Early Years Foundation Stage where the limitations of the outside play area restrict learning. Other classes in the lower school also lack space that can be used flexibly.

The school's self-evaluation is highly accurate and stimulates new thinking. Very effective use of outside agencies is making a significant impact on the school and pupils' development. Governors are well led and their contribution to the school's work is increasing as they gain confidence in their roles and responsibilities. The development plan is challenging and identifies absolutely the right areas. However, the way some targets are expressed does not lead to specific or measurable enough criteria by which success can be measured by governors in their role as critical friends. The school's capacity for improvement is excellent. It is dynamic because the school's leaders are

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thinking tactically, focusing on finance and using key performance indicators from their 'strategy for change' plan to set high expectations for the future direction of the school.

**What does the school need to do to improve further?**

- Ensure the targets in the school development plan are specific and measurable and enable governors to hold the school to account more effectively.
- Improve the outdoor area in the Early Years Foundation Stage and other spaces of the school that restrict independence and free movement.

**Outcomes for individuals and groups of pupils****1**

Attainment on entry for the majority of pupils is well below that of other children of the same age because of their complex special educational needs. At the end of their secondary career some pupils achieve national accreditation in entry-level courses; and in exceptional cases pupils go on to mainstream schools to study GCSE for a specific subject. Achievement is outstanding because the school focuses on the inextricable link between academic and personal development. All groups, including the most vulnerable learners and those from minority ethnic backgrounds, make similar progress to their peers.

Pupils are confident, have self-belief and are as independent as possible. They love coming to school and feel extremely safe. They know how to save money and make choices about shopping through the rewards assemblies; these are examples of their outstanding preparation for future economic well-being. Pupils attend well. When health issues stop them attending, the school provides homework to help pupils keep up to date. Healthy lifestyles and healthy eating are promoted very well in lessons and this helps pupils' understanding. Pupils are confident in class, in one-to-one sessions, and lessons where they go into the community. Behaviour is excellent. Pupils generally know right from wrong, take turns and treat each other kindly.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The school has an excellent range of specialist teachers to ensure age appropriate learning. They plan interesting purposeful lessons with an exciting range of activities that put learning into everyday activities. For example, pupils' ability to handle money was advanced through a simulated café activity which challenged pupils' healthy eating understanding as well as their calculations. The added incentive of being able to eat what they purchased made the lesson fun and rewarding. The only restriction was the size of the classroom that prevented a 'real' café setting.

The seamless collaboration between the teaching and non-teaching staff ensures excellent learning. The integrated work of therapists ensures both physical and communication issues are part of pupils' individual education and care plans. These are realistic, challenging and involve the family to ensure pupils reach their potential. Parents and carers can become class friends, strengthening parent networks in the school, available to clarify parents' understanding of their child's progress or just to chat about their worries. These approaches are helping the school work with the family towards a 24-hour curriculum. Baseline assessment is fundamental to the Early Years Foundation Stage; those who enter the school at different times also have a rigorous assessment. As a result, targets are appropriate and the school meticulously tracks each pupil's progress. Regular recording of this in written and verbal feedback, photographs and increasingly the use of video, means that the match of work to pupils' individual education plans and statements is quickly evaluated; this also gives parents a clear view of their child's progress. Parents, carers and pupils are very involved in reviews and target setting. All pupils, including those with English as an additional language, are

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reaching their academic and personal targets.

Pupils enjoy an excellent curriculum and further enrichment. Personal, social, health and citizenship, moral and cultural education all have a significant impact on pupils' outstanding achievement. Purposeful activities linking to topics such as Healthy Living ' the theme of a recent 'super learning day' ' provide excellent opportunities to explore communication and numeracy through creative activities. This sort of work raises pupils' confidence and self-esteem. Improvement in equipment, such as switches, has enhanced learning for those who find communication difficult. A singing and signing assembly was a wonderful example of a pupil understanding and sharing expectations; he persisted by pointing and signing to demand an inspector joined in the whole school singing ' which she did!

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher shows inspirational leadership through the school's very strong commitment to equality of opportunity for all. The mission statement of 'Making the most of your child's ability' in the school's 'strategy for change' paper is driving its direction. The headteacher and her deputy headteacher share their strong ambition for the school, supported by the business manager and the whole complement of staff and governors. Leaders demonstrate passion and know-how. Managers think outside the box in their use of technology and therapy to unlock learning for all. Distribution of management across all aspects of the school has enthused middle managers to take greater responsibility in their areas. This structure has motivated staff to enjoy a leadership role at many levels, and the outstanding developments made are thoroughly sustainable. Regular monitoring of teaching and learning highlights strengths and areas of development for all staff. The excellent training programme addresses staff needs, including mentoring, and involves therapy staff in enhancing pupils' independence and love of learning.

The effective child protection policy is understood and implemented by all staff. The single central record is accurate and comprehensive. Risk assessment is very secure, with great attention to detail at the start and end of school day. Bus safety procedures are organised with military precision and monitored by the site manager.

Governors have improved their committee and visits structure. They provide excellent, sensitive support to the school and have a hands-on approach that has a significant

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beneficial impact on communication between the school, governors and parents. Communication within the school is excellent. Community cohesion is good. Local and national links are well recorded and international links are improving. The school development plan is presented visually so that all involved with the school understand and feel they can take an active part in the school's progress.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The Early Years Foundation Stage provides outstanding teaching and care, through staff who work as a very strong team. The setting is very well organised. It makes an excellent response to pupils' needs because of the early stage at which children are assessed and the excellent home-school links established before children join the school. The Early Years Foundation Stage classroom is designed to ensure effective coverage of all areas of learning from a creative perspective; however, the outside area is bleak, and lacks space and equipment to encourage creativity, exploration and independence. As a result, work towards children's independence and physical development has to take place almost entirely indoors. Progress made by children is excellent, and is closely tracked against the early learning goals integrated with national P levels. The assessment profile has been very well adapted by staff to cover small steps, compensate for a lack of outdoor space and meet children's needs to ensure a smooth transition to Year 1. Alongside this, an excellent programme tracks progress, dates when a concept is mastered and ensures all learning is consolidated. Relationships and behaviour are excellent. Welfare provision matches statutory requirements. Equally close monitoring by therapists and the nursing team ensures that children's development and care are also



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scrutinised regularly; excellent intervention is then used to improve their personal development, health and academic progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The parent questionnaires demonstrated an overwhelming satisfaction with the school and its impact on their child. The open door of the senior staff and the willingness to engage parents in their child's education are appreciated by all parents. Inspectors agree that parents are true partners in the school. One parent wrote, 'Yes I think the school is perfect for any child who needs love and care; they could do no better; what they teach is one 100% right!' Parents appreciate the headteacher's drive to ensuring all pupils have independence, self-belief and a happy disposition as core qualities by the time they move on to the next stage in their lives. A very small minority of parents were concerned about the availability of equipment and speech therapy for their children. Inspectors judged that the school does all it can to secure equipment.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bedelsford School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	70	7	30	0	0	0	0
The school keeps my child safe	19	83	3	13	1	4	0	0
The school informs me about my child's progress	16	70	7	30	0	0	0	0
My child is making enough progress at this school	16	70	5	22	1	4	0	0
The teaching is good at this school	16	70	7	30	0	0	0	0
The school helps me to support my child's learning	17	74	5	22	1	4	0	0
The school helps my child to have a healthy lifestyle	15	65	8	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	52	8	35	0	0	0	0
The school meets my child's particular needs	14	61	8	35	1	4	0	0
The school deals effectively with unacceptable behaviour	13	57	7	30	1	4	0	0
The school takes account of my suggestions and concerns	16	70	6	26	1	4	0	0
The school is led and managed effectively	17	74	5	22	0	0	0	0
Overall, I am happy with my child's experience at this school	16	70	6	26	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 February 2010

Dear Pupils

Inspection of Bedelsford School, Kingston upon Thames, KT1 2QZ

Thank you so much for making my colleagues and me so welcome to your school before half-term. We really enjoyed spending two days with you in your classes and seeing your excellent work. We especially enjoyed your singing assembly. You help to make your school outstanding!

We were pleased to meet some of your parents and carers and to see what you and they thought about your school through the questionnaire that you filled in for us. We can see your teachers, teaching assistants and therapists are working very hard to make sure you enjoy being at school. The work is fun and is helping you to learn independently. This term's theme of Our World showed some super ideas across the school. We could see that you enjoyed exploring the rainforest in the theatre and that you were very excited by the icy appearance of the hall. So many of you are making excellent progress with computers. It was interesting to see you using the camera ' we know some of you are beginning to make movies.

We wanted to ask your headteacher and staff, and the governors of course, if they could do one or two extra things to make sure your outstanding school is even better in the future. We want them to:

- make the outdoor area for the youngest children more interesting
- make small classrooms like yellow class more flexible so you can move around easily
- plan what the school is aiming to improve a bit more clearly ' to help the governors keep an eye on how it is getting on.

Yours sincerely

Lynne Kauffman

Lead inspector

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