

Becton School

Inspection report

Unique Reference Number	107184
Local authority	Sheffield
Inspection number	377546
Inspection dates	6–7 March 2012
Lead inspector	Pauline Hilling-Smith

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	12–18
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	David Caborn
Headteacher	Wendy Dudley
Date of previous school inspection	28 April 2009
School address	Beighton Community Hospital Sevenaires Road Sheffield S20 1NZ
Telephone number	0114 305 3121
Fax number	Not applicable
Email address	enquiries@becton.sheffield.sch.uk



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Introduction

Inspection team

Pauline Hilling-Smith
Saleem Hussain

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 10 lessons taught by nine teachers. Meetings were held with students, representatives of the governing body and staff. Inspectors observed the school's work, looked at the school's evaluation of its performance, the current development plan, minutes of meetings of the governing body and safeguarding documentation. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The responses to five questionnaires from parents and carers were also analysed.

Information about the school

Becton School provides education for day-patients and in-patients attending the sub-regional service for children and young people with serious and complex mental health problems. The Becton Centre, including the school provision, opened in September 2010. Since the previous inspection the school has been extended to include a sixth form, primary day students from the local authority managed by a service-level agreement, and a dual diagnosis learning difficulties and mental health provision opened in August 2011. The school provides outreach provision for students in mainstream schools who are identified at a school level as requiring additional support/intervention due to behaviour they exhibit which prevents them from fully accessing the mainstream curriculum. A new deputy headteacher was appointed in September 2010. Most students attend the school for an average of 12 weeks. Nine students have a statement of special educational needs. The vast majority of students are White British. The school does not hold information on the proportion of students eligible for free school meals. The school has been awarded Healthy School status.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school because the majority of students are making good progress in English and mathematics and other school subjects by the time they leave the school. This means that they successfully re-engage with learning in either mainstream school or other appropriate provision. The school is not outstanding because teaching is not outstanding and middle leaders are not carrying out the full range of quality assurance procedures.
- Teaching is good overall and sometimes outstanding. Some students make remarkable progress especially in the development of confidence and self-esteem because it is well attended to in lessons. However, students do not always know in detail what they are learning or know how well they are progressing. Partnership with health services is exceptional and joint delivery of lessons makes a significant contribution to students' learning and well-being.
- Leadership and management are good. The move to the new site, including extending the age range, and the building of a new team with a shared vision, has been achieved successfully as a result. The management of teaching is effective and good self-evaluation is underpinning the school's good development. The new sixth form is good because support for individualised learning is good and this enables students to pursue their chosen courses or work towards new accreditations.
- The curriculum is well planned and meets the needs of the students well. It makes a significant contribution to raising attainment in English and mathematics and gives priority to social, moral and cultural development. It also enables students to understand their emotional needs well.
- Behaviour is outstanding because staff know students very well and are very skilful in achieving the correct balance of learning and therapy in lessons. This means that instances of inappropriate behaviour are rare. Outreach provision is effective in enabling students to make the most of what their mainstream school offers or prevents exclusion.

What does the school need to do to improve further?

- Ensure that all teaching is good or better by:
 - ensuring that students always know what their individual learning target is
 - assessing and recording progress made by each student in every lesson
 - sharing this information with students so that they know how well they are doing and what they need to do to improve.

- Develop the role of the middle leaders by:
 - involving them in the monitoring of teaching and learning in lessons
 - involving them in analysing the results of assessments of progress made by individual students in school subjects
 - comparing progress made with that made by students in other schools.

Main Report

Achievement of pupils

Students often arrive at Becton School with low attainment in English, mathematics and other school subjects. This is usually because they have been disengaged from education. Records show that students' confidence and self-esteem are often low and that their personal and life skills are not well developed. During their time at Becton School, most students make good progress and begin to achieve what they are capable of. They narrow the gap between their attainment and that of their peers in mainstream schools. Assessment data about students' progress are used well by the school to track progress and send to a student's next placement. Progress in reading is good because the development of reading skills are carefully assessed and acted upon. The majority of students accelerate their expected progress in reading because plans made for each student focus sharply on their individual need. Attainment by the end of each key stage is very wide but broadly average overall.

The vast majority of students make remarkable progress in developing emotional and personal skills, particularly confidence and self-esteem, which means that they become successful learners in readiness for their next placement. They learn quickly to cooperate with each other and work well collaboratively. Students learn the value of homework in raising their attainment and understand that it makes a significant contribution to the results they achieve. The small number of girls and those students with a statement of special educational needs make good progress from their starting points. Achievement in information and communication technology is good because students spend time purposefully completing work in the computer suite or using laptops in lessons. Students achieve well in developing a healthy lifestyle and are increasingly optimistic about their future. All of the five parents and carers who gave their views reflected inspectors' judgement that achievement is good. A student explained appreciatively that the school puts welfare first and when students are happier this allows the production of good work.

Quality of teaching

The impact of teaching on students' learning and progress over time is good. Sometimes, students make outstanding progress in lessons when planning is carefully based on detailed assessment and activities are very engaging. For example, in one lesson students identified the methods for turning traditional fairy stories into modern tales through discussion, short video clips and attractive books. Students deepened their understanding of deducing, inferring and interpreting information from texts. As a result one student exclaimed, 'really!' with great pleasure when she realised she could borrow the books for later. As a result students begin to achieve their potential.

Schemes of work meet the needs of the students well because they are carefully planned to cover the requirements of the curriculum and extend knowledge and deepen ideas, particularly in social, moral, spiritual and cultural development. Teachers implement the planned curriculum well. They ensure that activities build on prior knowledge and skills and promote collaboration as well as providing opportunities for students to practise literacy and numeracy in all lessons. For example, in a mathematics lesson students first used their prior knowledge to answer a puzzle, went on to measure angles and then on to discover properties of angles using algebra, which filled them with awe when they identified the patterns. Students' attitudes to race are explored well through discussion and other cultures are celebrated effectively. This exemplifies the good opportunities for developing students' social, moral, spiritual and cultural development.

Questioning is used effectively to extend students' knowledge and understanding because staff know individual students' learning abilities well. However, teachers do not always make clear to students what their specific learning target is, which means that students find it difficult to measure how well they are progressing. In addition, students are not always clear about what they need to do to be successful or how their achievement compares to that of their peers in mainstream school. Expert teaching assistants support learning well by developing strong relationships with students, positively encouraging them and by giving good verbal feedback. Four of the five parents and carers agree with the inspection findings that teaching is good. Students say they know that sometimes they are unable to learn in lessons because they are not emotionally able to do so. They appreciate the skill of the staff to know when to allow them time out.

Behaviour and safety of pupils

When students arrive at the school their often low self-esteem and lack of confidence or social skills can initially hinder their progress. However, after a short time, as a result of the expert care and guidance given to them by the staff, students begin to settle and are able to spend more time learning. Students are helped to understand that they need to change their behaviour so that they can begin to achieve their potential. The school is effective in giving the students strategies to use to enable them to improve their self-control, as well as giving them the time and access to staff to come to terms with any emotional problems they may have. As a result, students swiftly make an exceptional contribution to their own learning and act responsibly when given the opportunity to work independently or work well together on group tasks. The emphasis and priority given to therapy at all times by all staff has a very significant impact on behaviour and students' feelings of safety and security. For example, when a student was feeling very anxious in a lesson she was guided expertly to the water feature outside where she was able to run her fingers under the cold water and trace the outline of the metal cup as she concentrated on calming down. As a result of both

expert staff and robust procedures, the vast majority of students say they feel safe almost all of the time. There are no exclusions.

Attendance is above average because there are high expectations and rigorous and swift follow up to any unauthorised absences such as the headteacher visiting the hospital wing to find students who have not come over to school. Most students vastly improve their attendance when they attend the school. Students learn to manage risk in their own lives well because lessons and other activities rightly emphasise the importance of healthy routines and an awareness of potentially unsafe practices such as dieting. Students have a deep understanding of the different forms of bullying and accept individual differences as a matter of course. As a result there is very little bullying. Parents and carers and students agree that the school deals with any cases of bullying very effectively. Students respond positively to visitors and staff, are polite and respectful and conduct around school is orderly and safe.

Leadership and management

The headteacher has successfully relocated and extended the school since the previous inspection. She has built an effective cohesive team, the majority being new staff. Very effective partnership with health professionals has been established and all school and health staff share a common vision. In fact, both teams highly value each other's work and see clearly that they are interdependent. Self-evaluation involves everybody, and staff use the tracking system well to monitor individual progress. This was the area for improvement set at the previous inspection. It has been effectively addressed so that the school now identifies the correct priorities for improvement. As a result, and the good progress that has been made since the previous inspection, the capacity to sustain improvement is good. However, lesson monitoring is less well developed and middle leaders are not involved as yet. This means that teachers do not regularly receive feedback on how they might improve. This limits the more rapid improvement of teaching to become outstanding. In addition, middle leaders do not use the data collected to inform priorities for curriculum development in sufficient detail or to compare the performance of students in the school with students in other schools.

The good curriculum meets the needs of students, is enriched and achieves an appropriate balance between therapy and education. This means that students have the opportunity to work both independently and together and to reflect on moral dilemmas, especially after visits to places of worship. There is also a facility to 'Chill with Bill' in a room set aside for quiet time. All this means that there is good provision for social, moral, spiritual and cultural development. Arrangements for transition are planned in detail and these have a good impact on students' success in their next placement.

All staff make a significant contribution to an attractive environment which showcases high quality art. All staff are very welcoming and this ethos permeates the school. The school takes positive action to promote equality of opportunity and to tackle discrimination in all of its work. The governing body meets the needs of the school, and the headteacher has ensured its members are supplied with a detailed full range of information upon which they make well-founded decisions. Arrangements for safeguarding are robust and meet statutory requirements. Child-protection procedures are exemplary as staff are expert because they are very well trained.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



8 March 2012

Dear Students

Inspection of Becton School, Sheffield S20 1NZ

Thank you for being so polite and helpful when we inspected your school. We enjoyed talking with you and visiting lessons. Thank you for taking the time to give us your views of the school. It was clear from talking together and the questionnaire replies we received from you and your parents and carers that the vast majority of you feel safe for the great majority of time. Just very occasionally if someone has a big outburst you may feel upset. However, the fact that you know you can call an immediate meeting with your mini-team helps you to know that you can be reassured very quickly.

We found out that the school is good because you are making good progress in learning school subjects and often making remarkable progress in your social and emotional development. This is why we found your behaviour to be excellent when we were in school. You are able to be successful because the staff make sure they know you very well and are very skilful in helping you to understand and come to terms with any problems you may have.

We have asked the teachers to do two things to make the school even better. The first is for teachers to work together in lessons sometimes so that they can talk after the lesson about how well each thought they were helping you to learn. Second, is to ensure that you always know what you are learning and give you information in lessons that you can refer to about how well you are doing. We think that teachers responsible for leading subjects should be more involved in this work.

I know you will try to do all you can to help the staff and encourage each other to do the right thing.

Yours sincerely

Pauline Hilling-Smith
Lead inspector

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