

Inspection of a good school: Belvue School

Rowdell Road, Northolt UB5 6AG

Inspection dates:

23 and 24 November 2021

Outcome

Belvue School continues to be a good school.

What is it like to attend this school?

Making sure that pupils feel safe and are safe is everyone's priority at Belvue. This is central to the school's work to make sure that pupils are well prepared for their lives beyond school. Pupils are taught how to keep themselves safe and to understand the importance of knowing who to talk to when they are worried about something. Pupils are well prepared for the next stage in their education or employment. This is because leaders make sure that pupils' futures are central to all decision-making. Pupils are well supported to develop their independence. They are taught how to deal with the real-life challenges they may face.

Teachers support pupils well to meet their high expectations of behaviour. Pupils know that bullying is not tolerated, and that they will get the support needed if it happens.

All parents and carers who responded to the online questionnaire and all those spoken to during the inspection agreed that their children enjoy coming to school. Teachers know pupils' needs well. Relationships between pupils and adults are respectful.

What does the school do well and what does it need to do better?

Staff work well together to create an environment in which pupils can succeed. They know that some pupils have struggled to achieve in their previous schools. This unites staff in focusing closely on pupils' individual needs and strengths.

Leaders and teachers choose carefully what pupils should learn. They have constructed a broad, relevant and interesting curriculum for pupils to study. From the time pupils join the school, leaders and teachers focus on the key skills and knowledge which pupils will need in the world of work and to live independently. For example, students in the sixth form learn about cooking, travelling independently and managing money.

Teachers understand how to support pupils to make progress through the curriculum. They have high expectations of what pupils can achieve. They plan lessons which build on pupils' skills and knowledge over time. They make sure that pupils have opportunities to

remember what they have been taught before. Teachers check for gaps in pupils' knowledge so that they can revisit learning which is not secure. This is successful in developing pupils' confidence and in helping them remember the vocabulary and concepts they have learned. Teachers make sure that pupils have the right level of support in lessons. Pupils are clear about what is expected of them.

Depending on their individual needs, pupils communicate using a variety of methods. To develop the strength of the reading curriculum, leaders have adopted a new phonics programme. Leaders have provided training for all staff across the school. However, leaders have not yet checked that the programme and the training are being used as they intend.

Students in the sixth form value their education highly. They enjoy everything the school has to offer. They particularly enjoy the broad curriculum, which includes horticulture, glass-making and use of the school's gym. Pupils achieve a range of externally accredited qualifications, including GCSEs. They value the guidance they get from their teachers about their next steps. Students in the sixth form spoke enthusiastically about the discussions they have had about what they can do when they leave the school, including employment options. Leaders make sure that the careers guidance programme is embedded throughout the school. This means that nobody loses sight of the importance of preparing pupils for adulthood.

The personal, social, health and economic (PSHE) education curriculum is successful in developing pupils' confidence and self-esteem. It develops pupils' awareness of their personal safety. A strength of the programme is the way in which pupils are taught about keeping themselves safe. Pupils spoke positively about how these lessons have developed their confidence to speak out and express themselves.

Staff manage pupils' behaviour expertly and with respect. They are attentive and responsive. They notice the smallest of cues in pupils' behaviour, and use the least intrusive intervention necessary. This results in pupils experiencing success rather than failure.

Leaders and governors are conscious of teachers' workload and take practical steps to reduce the hours teachers spend on site. The vast majority of staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the risks pupils face in and outside of school. They know about the various ways pupils might be exploited, for example by being drawn into county lines activities or when using the internet. Staff understand and follow the school's procedures for reporting concerns. Records are meticulous. Leaders responsible for safeguarding check that staff and other agencies take the necessary steps to keep pupils safe. The school's family support workers provide high-quality support so that pupils and families get the help they need quickly. Staff who oversee recruitment checks take their roles seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have taken steps to strengthen the teaching of phonics by introducing a well-structured programme accompanied by regular training for all staff. Leaders have not checked thoroughly how well the programme is being implemented. Leaders should ensure that staff across the school are implementing the programme consistently and well. Leaders should ensure that the training staff have received is making a difference to pupils' reading.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101965
Local authority	Ealing
Inspection number	10200350
Type of school	Special
School category	Community special
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	210
Of which, number on roll in the sixth form	60
Appropriate authority	The governing body
Chair of governing body	Allison Blair
Headteacher	Shelagh O'Shea
Website	www.belvueschool.com
Date of previous inspection	November 2016

Information about this school

- The school caters for pupils with moderate learning difficulties and severe learning difficulties, including pupils with autism spectrum disorder.
- The school does not use any alternative provision.
- The school is based on two sites. One site is for pupils in Years 7 to 11. The other site is for students in the sixth form.

Information about this inspection

- Inspectors held discussions with senior leaders and three governors, including the chair of the governing body. A telephone meeting was also held with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading and communication, music and PSHE education. As part of the deep dives, inspectors met with leaders to discuss

curriculum plans, visited a sample of lessons with senior leaders, met with teachers and pupils and looked at samples of pupils' work. Inspectors also visited lessons in a variety of other subjects.

- Inspectors held discussions with leaders responsible for safeguarding, including the school's family support workers. Inspectors looked at records related to safeguarding, including the school's record of recruitment checks.
- Inspectors reviewed a range of information provided by the school, including school improvement planning, information about the curriculum, and school policies and procedures.
- Inspectors spoke to a range of staff about their workload and well-being. They considered the 27 staff responses to the Ofsted survey.
- Inspectors considered the 15 responses to Ofsted Parent View, and spoke to parents at the start of the day.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

Inspection team

Jeremy Loukes, lead inspector

Ofsted Inspector

Kanwaljit Singh

Ofsted Inspector

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