

Inspection of Baston House School

Baston Road, Hayes, Bromley, Kent BR2 7AB

Inspection dates: 15 to 17 November 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

This is a school with a strong sense of community. It is a positive, caring and calm place to be. Adults nurture pupils' individuality and independence carefully.

The school has high expectations of pupils. Leaders ensure that pupils' individual needs are met. The school provides a rich curriculum and a broad range of wider experiences for pupils in all year groups. There are many opportunities for pupils to engage in sporting, artistic and musical activities and to contribute to the life of the school.

Pupils behave well. There is a strong culture of respect for others. Should any bullying occur, adults deal with it effectively. Pupils have trusted adults who help them. Pupils are safe and feel safe in school. Adults encourage pupils to keep themselves safe in a range of situations, including while travelling and when online.

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

The curriculum is ambitious, with a rich and interesting range of subjects. All the areas of learning in the independent school standards (the standards) are covered. The subjects and range of qualifications available for students in the sixth form are particularly broad. Leaders work hard to meet the needs and interests of individual pupils. Leaders actively manage staff workload, and staff feel well supported.

Subject leaders have thought about the curriculum effectively. They sequence the order in which subject content is taught, so that it builds on pupils' prior learning. Time is allocated to revisit and consolidate previous learning to support pupils' recall. Leaders have identified clear end-points for pupils' academic and vocational learning that help to prepare them successfully for adulthood and the next stage of their education.

Teachers have strong subject knowledge and set high expectations for pupils. They work effectively with other professionals in school, such as therapists. They check that pupils have understood what they learn. Teachers generally choose activities that meet the specific needs of pupils with special educational needs and/or disabilities (SEND). However, on occasion, activities are not as well chosen and support is not as strongly focused on pupils' learning.

Early reading is well supported. Staff throughout the school are trained to teach and guide pupils to learn phonics. Pupils practise their phonics knowledge every day, and teachers track pupils' progress and identify when they need any additional support and practice. Leaders have ensured that reading is treated as a high priority, and all pupils have dedicated reading time throughout the day. Teachers also read to pupils in all age groups, and as a result, pupils are exposed to a wide range of literature.

Adults are skilled at managing any unsettled behaviour or distress. Older pupils explained how the school has had a positive impact on their own behaviour over

time. Pupils have positive attitudes towards learning and to school in general, and their attendance rates are high, including in the sixth form.

The provision for pupils' personal development through the curriculum and additional activities, such as clubs and visits, is strong. Pupils are encouraged to develop self-confidence and character. Older pupils take part in residential visits and outdoor expeditions, and students in the sixth form are involved at the planning stage in deciding the location of the trip. Leaders organise opportunities for pupils to take on leadership roles in school and to contribute to wider society. For example, in food technology, pupils prepared meals for homeless people. Careers advice and guidance introduce pupils to choices and opportunities.

Many revised policies, procedures and initiatives have been introduced by leaders to develop and extend the school's provision for pupils. However, sometimes leaders do not communicate new approaches equally clearly or check their application in class. As a result, sometimes staff are unsure about what is expected of them in terms of approaches and routines to support pupils in lessons.

The proprietor and the governors are reflective and knowledgeable and seek to measure the impact of all decision-making on pupils. There are clear systems in place to hold school leaders to account. The proprietor and leaders have ensured that all the standards are met consistently. The school is compliant with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- Sometimes, the impact of leaders' initiatives is limited when staff are unsure of how leaders expect them to support pupils in class. Leaders should ensure that all staff know and follow agreed routines to support pupils' learning.
- On occasion, pupils' learning is hindered when activities are set that are not well adapted to support pupils and help them to learn subject content. Leaders should ensure that all staff set work for pupils that has a clear purpose, takes account of pupils' needs and is focused on aiding pupils' learning.

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.

School details

Unique reference number	136265
DfE registration number	305/6082
Local authority	Bromley
Inspection number	10286427
Type of school	Other independent special school
School category	Independent school
Age range of pupils	5 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	107
Of which, number on roll in the sixth form	20
Number of part-time pupils	0
Proprietor	P Bloom Ltd
Chair	Richard Power
Headteacher	Rachel Martin
Annual fees (day pupils)	£52,500
Telephone number	020 8462 1010
Website	www.bastonhouseschool.org.uk
Email address	info@bastonhouseschool.org.uk
Dates of previous inspection	5 to 7 November 2019

Information about this school

- Baston House School is an independent school for pupils with SEND between the ages of five and 19 years. All the pupils have an education, health and care plan, most for autism.
- Since the previous inspection, there have been a number of changes in leadership. The headteacher took up post in February 2023, and three deputy headteachers were appointed for September 2023.
- The school's previous inspection was in November 2019. The school was judged to be good.
- The school uses the facilities of Biggin Hill Leisure Centre, Church Road TN16 3LB for swimming and badminton.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders.
- The lead inspector met with the chair of governors and held a telephone conversation with the chief operating officer of the proprietor body.
- Inspectors carried out deep dives in early reading, mathematics, music, and design and technology, including resistant materials and food technology. For each deep dive, inspectors discussed the curriculum with subject leaders and teachers, visited lessons, looked at samples of pupils' work, and discussed their work with pupils.
- Inspectors considered the curriculum in other subjects. Inspectors met with groups of other staff in school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Janet Hallett, lead inspector

Ofsted Inspector

David Lloyd

Ofsted Inspector

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