

School URN 135376

Independent school standard inspection report

DfE registration number	370/6005
Unique Reference Number (URN)	135376
Inspection number	385181
Inspection dates	4–5 October 2011
Reporting inspector	Mohammad Ismail

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/publications/090070.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2011



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

This school is an independent special day school which is part of Dove Adolescent Services. The school was registered and opened in August 2007 to provide full-time education for up to 16 boys and girls aged from nine to 16 years with behavioural, emotional and social difficulties. At present, there is one student on roll and no students have a statement of special educational needs. Dove Adolescent Services provides care in its nine registered children's homes in the area. Most students who live in the homes attend local mainstream schools, however, a few are taught at this school. The school aims, 'to nurture and inspire each young person to be; confident in his or her own abilities; have a positive outlook; participate and enjoy being involved in their learning; able to make informed decisions and carry them out; able to work with others and show them consideration.'

The school was last inspected in May 2008.

Evaluation of the school

The school provides a good quality of education and meets its stated aims. The school's curriculum and teaching are good; as a result, students make good progress. Their spiritual, moral, social and cultural development and behaviour are good. The provision for the students' welfare, health and safety is satisfactory. The school fulfils all safeguarding requirements. The school meets all the regulations for independent schools. The school has made good progress since its last inspection by improving the quality of education, the provision for students' personal development and by meeting the requirements for students' welfare, health and safety.

Quality of education

The school offers a good quality curriculum, which is designed to meet each individual's special educational needs and is delivered both in the school and in the home. There is a detailed curriculum policy which is effectively implemented through

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

good quality schemes of work for all subjects with both medium- and short-term planning shown. An improvement since the last inspection. The broad and balanced curriculum enables students to make good progress in their academic learning and in their social skills and prepares them well for the next phase of their lives. The school offers most subjects from the National Curriculum for both Key Stages 3 and 4 and covers all the required areas of learning. The school provides its students with a variety of accredited programmes such as the Award Scheme Development and Accreditation Network (ASDAN). In addition, there are opportunities for taking GCSEs in English, mathematics and science. There are good vocational training opportunities, for example, courses in catering and hospitality, hairdressing and in construction with options for different National Vocational Qualifications (NVQ).

The provision for basic skills and information and communication technology (ICT) is good. ICT is also offered in the home. There is an effective personal, social and health education (PSHE) programme which is specially tailored to meet the students' particular needs. Students are effectively supported by regular counselling sessions. Regular meetings are held with students to monitor and, if necessary, to refashion plans to meet each individual's educational needs. They receive good support from school staff and an educational psychologist. There is effective careers advice which is offered in cooperation with a local college and with help from outside agencies who help to motivate students to take part in vocational training programmes. The school has good working relationships with local mainstream schools in the area who occasionally share their resources with the school, for example, for teaching science.

The curriculum is enriched with a variety of extra-curricular activities offered in the evenings and at the weekends. Activities include different sports, leisure activities and outings to promote the students' social and emotional development. The external visits programme includes recent visits to the Air Museum Doncaster, Canon Hall, and the Deep Aquarium. The school offers only one session of physical education (PE) per week.

The quality of teaching and assessment is good which results in students making good progress. Teachers and care staff plan their lessons carefully to meet individual needs and abilities. They carefully take into consideration the students' prior attainment in planning their lessons. To address students' special educational needs, teaching and care staff support each other well and enjoy good relationships. They share details of planning and the delivery of after-school activities. However, care staff planning for some visits is not consistently shared with education staff. Teachers and care staff receive good support and training from the special needs coordinator to ensure that they effectively address each individual's educational needs. Teaching strengths include teachers' good subject knowledge, varied teaching methods and the sharing of clear learning objectives with the students.

Lessons are taught on a one-to-one basis. Teachers give students good opportunities for independent learning. Mostly teachers link their lessons with other subject areas of the curriculum. They ask students challenging questions and give them extended

work to be undertaken after school hours. There are sufficient resources to implement the curriculum. Teachers carefully motivate students with lots of encouragement, the use of educational games and engaging learning activities. However, they do not use computers sufficiently to support the teaching and learning. Teachers' and students' relationships are good. Teachers are caring and know how to work with this group of students. Students are well behaved in lessons, ask questions and show interest in their learning. Care staff also help them to learn essential life skills.

There is a detailed marking and assessment policy which is effectively implemented. Students' work is marked regularly. Information from assessments is retained with the students' individual education plans to inform the teachers' future planning. There is an effective tracking system in place. Each student's progress is checked regularly and learning targets are discussed with them. Progress reports are sent to parents and carers.

Spiritual, moral, social and cultural development of pupils

The school's provision for its students' spiritual, moral, social and cultural development is good. Behaviour is good. The school provides a safe and caring learning environment where the behaviour policy is effectively implemented, for example, through the PSHE programme. Students' attendance is regular and they enjoy their time at the school. Students show respect to staff and visitors. They take an active part in school life, for example, by helping in the kitchen and in expressing their views about lessons and other activities provided. They express their enjoyment with what the school provides for them. The school has made good improvement in promoting students' personal development since its last inspection.

The school prepares its students well for the next stage of their life by developing their basic and social skills and by providing different vocational programmes through links with a local college. Careers advisers from the Connexions service hold regular sessions for students to inform them about the different vocational courses which are available locally. They learn about different cultures in their PSHE and English lessons. These and other learning experiences enables them to understand different cultures and to have consideration for others from different backgrounds. They learn about public institutions and to respect the law of the land in their PSHE lessons. The pastoral care programme offers constant support and mentoring for students. Students have the opportunity to take part in managing a small finance project and a household budget to prepare them for their future lives.

Students are encouraged to develop hobbies and to get involved in extra-curricular activities in the community. Care staff transport students to dance classes, football training, local clubs and the theatre. The school organises occasional trips to help students to understand different aspects of people's social lives. For example, there were recent visits to a local Afro-Caribbean club and gay-pride club. Students have

opportunities to go abroad to different countries, for example, there have been recent trips to Germany, Spain and Ireland.

Welfare, health and safety of pupils

The provision for safeguarding students' welfare, health and safety is satisfactory as some staff child protection training and record keeping is out-of-date. All staff, including the school's designated child protection officer, have been trained at the required level. However, the designated officer's training is now out-of-date but this person is firmly booked for refresher training with the local safeguarding board and does have a thorough knowledge and understanding of current safeguarding matters.

All students feel safe. The required policies and procedures are in place, including a safeguarding and safer recruitment policy, and have been updated since the last inspection. There is a health and safety risk assessment policy for school and out-of-school activities which is effectively implemented. There is a first aid policy and first aid officers are trained at the required level. The school has a fire risk assessment in place, all fire-fighting equipment is regularly tested and regular fire drills are conducted.

The school encourages students to adopt healthy lifestyles, for example, by involving them in shopping and in preparing food. Students are encouraged to take part in physical activities and outdoor sports. They are made aware of the dangers of drug-abuse and smoking. The school has an anti-bullying policy which is effectively implemented. The school has submitted a three-year plan to meet the requirements of the Equality Act 2010. The school maintains attendance and admission registers which meet the regulations.

Suitability of staff, supply staff and proprietors

The school has undertaken all the required checks to ensure that its staff and the proprietors are suitable to work with children. The school maintains a single central register of checks on staff suitability which meets the regulations.

Premises and accommodation at the school

The school building is a safe and effective place for learning. It is well equipped with the required facilities for learning and is well maintained. There is a small garden which is used for recreational activities and the school uses a local sports facility for physical education lessons.

Provision of information for parents

The school meets all requirements by providing the necessary information to parents, carers and others through an up-to-date prospectus and through its

website. The school has an effective procedure for reporting to parents, carers and others annually.

Manner in which complaints are to be handled

The school has a complaints policy and set of procedures, which meet all of the regulations. The school has taken steps to ensure that parents and carers are aware of these.

Compliance with regulatory requirement

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Ensure that the care and education staff consistently share information about all visits that are planned.
- Ensure that teachers make more use of computers in their lessons.
- Improve the school's record-keeping for staff training so it is alerted as to when refresher training is needed.

Inspection judgements

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			√	
--	--	--	---	--

School details

School status	Independent		
Type of school	Special day school		
Date school opened	August 2007		
Age range of pupils	9–16 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 1	Girls: 0	Total: 1
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of children aged 0–3 in registered childcare provision	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 1	Girls: 0	Total: 1
Annual fees (day pupils)	Not available		
Annual fees (boarders)	£263,883		
Email address	educationstaff@dovecare.co.uk		
Headteacher	Helen Mangham		
Proprietor	Ms Barbara Whittaker and Ms Dianne Lodge		

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.



6 October 2011

Dear Students

Inspection of School URN 135376

I am writing to thank you for the time you spent talking to me when I inspected your school recently.

I am pleased to tell you that your school has made good progress since the last inspection and now provides you with good quality education.

I found that improvements in the curriculum and teaching have enabled you to make good progress. You are clear about your targets and your teachers use the assessment information they collect about you to identify and meet your needs. You told us how you enjoy your learning and feel safe. I was pleased to find that you participate in number of social activities. As a result of my findings I have asked the school to consider the following points for development.

- Ensure that the care and education staff consistently share information about all visits that are planned
- Ensure that teachers make more use of computers in their lessons
- Improve the school's record-keeping for staff training so it is alerted as to when refresher training is needed.

I enjoyed meeting you and wish you all the best for the future.

Yours sincerely

Mohammad Ismail
Lead Inspector