

# Lunts Heath – Green Corns

Independent school standard inspection report

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URN for social care	SC363982
Inspection number	385223
Inspection dates	20–21 September 2011
Reporting inspector	Mohammad Ismail
Social care inspector	Michelle Bacon

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## **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.<sup>1, 2</sup>

An inspection of the care provision was carried out under the Care Standards Act 2000 having regard to the national minimum standards for children's homes. This inspection took place at the same time but the full report is published separately on Ofsted's website and should be read in conjunction with this report which covers the educational registration of the school.

## **Information about the school**

This school is an independent school and children's home which is part of Green Corns schools (Continuum Group). It provides full-time education and care for up to two students between the age of 10 and 18 years who are unable to attend mainstream school because of their behavioural, emotional and social difficulties. No student has a statement of special educational needs. Students are sometimes looked after by their local authority.

The school aims to 'enable students to become confident, resourceful, enquiring and independent learners; foster students' self-esteem and help them build positive relationships with other people.' The school opened in November 2007. The school's education provision was last inspected in June 2008 and its social care provision was inspected in February 2011. This was the school's first joint inspection with Ofsted Social Care.

## **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. The students' spiritual, moral, social and cultural development is good and students demonstrate good behaviour. The provision for the students' welfare, health and safety is good. The school fulfils all safeguarding requirements. The school's boarding and care provision is outstanding and it meets all the regulations for independent schools. The school has made good progress since its last inspection by improving the quality of education.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

## Quality of education

The school's curriculum is good and is appropriately broad and balanced to provide for students with special educational needs. There is a detailed curriculum policy which is effectively implemented through good schemes of work for Key Stages 3 and 4. The schemes cover all the required areas of learning. In addition, there are commercial schemes of work for other subjects, such as social skills for life and the Award Scheme Development and Accreditation Network (ASDAN) programme. The school offers good vocational training opportunities which include courses in catering and hospitality, hair styling and health and beauty.

The school offers a good quality personal social and health education (PSHE) programme which meets the needs of its students. As part of the school's pastoral care programme, students are offered special sessions to address their personal and social needs. In addition, the special educational needs coordinator, an educational psychologist and a speech therapist conduct regular meetings with students to review their progress and to offer them help and advice.

Since the beginning of this term, the school no longer offers information and communication technology (ICT) as a discrete subject although computers are frequently used within different subject areas of the curriculum. Students, however, would like ICT to be offered once more as a separate subject. The school provides career guidance in partnership with outside agencies and local providers. As part of its modern foreign languages programme, French, German and Romanian are available. To enhance students' social skills effectively the school offers food technology, drama and music. The ASDAN awards are offered to develop key skills. The school has made good improvements in its curriculum since its last inspection.

The school offers only one session of physical education (PE) per week. However, students regularly take part in sports activities after school. Students would like PE to be offered more often. 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 quality of teaching and assessment is good which results in students making good progress. Teachers plan their lessons carefully to meet individual needs and abilities. They take into consideration the students' prior attainment in planning lessons. Teachers use different methods to make their lessons enjoyable and to engage students in learning. Teaching is well supported by the care staff. Education and care staff enjoy good relationships. However, there is no effective sharing of the details of the planning and the delivery of after-school activities. Teachers take into account the advice of the school psychologist and speech therapist to ensure that they effectively address each individual's educational needs. The special educational needs coordinator provides teaching staff with regular updates on each student's progress and further training needs. There is a comprehensive referral system in

place to ensure that specific areas of need are identified and programmes are then established to support the development of students' social skills, and their numeracy, reading and writing skills.

Lessons are delivered on a one-to-one basis. Teachers give students good opportunities for independent learning. There are sufficient resources to implement the curriculum and are carefully selected for use in lessons to develop students' key skills. Teachers effectively link together different subject areas and encourage and motivate students with the use of educational games and different learning activities. Computers are used well to support teaching and learning. Students engage well in their learning and behave well. Student-staff relationships are good.

A detailed marking and assessment policy is effectively implemented. Students' work is marked regularly. Information from assessments is related to the students' individual education plans to inform the teachers' future planning. Students are frequently involved in reviewing their own progress, their record of attendance, achievements and learning targets. Past students have progressed into learning in post-16 colleges. There are good opportunities to attend a vocational training programme in cooperation with local training providers. In addition, students are offered opportunities to continue their post-16 education in a sister school.

## **Spiritual, moral, social and cultural development of pupils**

Students' spiritual, moral, social and cultural development is good. The behaviour policy is effectively implemented through the school's curriculum and through its social development programme. As a result, behaviour overall is good. The policy is well supported by a suitable rewards and sanctions policy. Students show respect to staff and visitors with appropriate greetings. They calmly take part in discussions. Their attendance is good; they feel happy and safe at the school and say they enjoy their education.

The school prepares its students well for the next stage of their life by developing their basic and social skills and by providing different programmes through links with a local college and other local training providers. The school's own careers officer and Connexion's career advisers hold regular meetings with students to offer them guidance about different training opportunities. Students regularly attend local clubs to mix with the local community. They learn about different cultures in their citizenship, history, PSHE and religious studies lessons. The school effectively enables them to understand diversity and to respect others who may be different from themselves. Students also learn about public institutions and what it means to be a useful member of the society. The pastoral support programme involves coaching and mentoring, a review of progress and, where necessary, targeted support. Students have the opportunity to take part in different projects to help them plan for their future lives, for example, managing a weekly budget.

Students are encouraged to develop hobbies and to get involved in extra-curricular activities in the community. Residential staff support and transport students to dance classes, football training, churches and the theatre. The school organises trips to help students to understand different aspects of social life. For example, there were recent visits to a cathedral, a local magistrates' court and a space and adventure museum. Students produce a monthly magazine which highlights different aspects of their cultural and educational achievements.

## **Welfare, health and safety of pupils**

The provision for safeguarding the students' welfare, health and safety is good. All students feel safe. All the required policies and procedures are in place, including a safeguarding and safer recruitment policy. All staff, including the school's designated child protection officer, are trained at the required level. The health and safety risk assessment policy for in-school and out-of-school activities 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 by involving them in shopping and in preparing food. Students are encouraged to take part in physical activities and outdoor sports. Students 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 proprietor are suitable to work with children. The school maintains a single central register 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 recreation and the school uses a local sports' facility for its physical education sessions.

## **Provision of information**

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 policy of 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 them.

## **Leadership and management of boarding**

The care provision was judged to be outstanding and national minimum standards were met. A full report on the care provision is available on Ofsted's website and should be viewed in conjunction with this report.

## **Compliance with regulatory requirements**

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:

- provide separate lessons in ICT each week to further develop students' skills in this subject
- establish an effective link between the care and education provisions to enable staff in both areas to share details of planning and delivery for extra-curricular activities
- increase the number of weekly sessions allocated for physical education.

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### 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		√		
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## Inspection judgements

outstanding	good	satisfactory	inadequate
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### Overall effectiveness of the boarding experience

<b>Overall effectiveness of the boarding experience</b>	✓			
Outcomes for boarders	✓			
Quality of boarding provision and care	✓			
Boarders' safety	✓			
Leadership and management of boarding	✓			

## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Special school		
<b>Date school opened</b>	November 2007		
<b>Age range of pupils</b>	10-18		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 1	Girls: 0	Total: 1
<b>Number on roll (part-time pupils)</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 1	Girls: 0	Total: 1
<b>Annual fees (day pupils)</b>	£34,800		
<b>Email address</b>	angela.norris-heyas@greencorns.co.uk		
<b>Headteacher</b>	Mrs A Norris-Heyes		
<b>Proprietor</b>	Mr Bob Hall (Continuum Group)		

**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.**



22 September 2011

Dear Students

### **Inspection of School URN 135442**

I am writing on behalf of the inspection team to thank you for the time you spent talking to us when we inspected your school recently. This was a joint inspection with a colleague from Social Care. Please see the report on Ofsted's website relating to the care provision in the children's home which should be read in conjunction with this report.

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. This is a considerable achievement by the school.

We have found that improvements in 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 if you need extra help to make the progress you should in all your subjects. You told us how you enjoy your learning and feel happy. We were pleased by the number of social and sport-related activities you are taking part in. We have taken your views into account and, as a result, we have asked the school to consider the following points for development:

- to provide lessons in ICT each week to develop students' skills in this subject
- to establish an effective link between the care and education provisions to enable staff in both areas to share details of the planning for and delivery of your extra-curricular activities
- to increase the number of weekly sessions allocated for physical education.

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

Yours sincerely

Mohammad Ismail  
Lead Inspector