

# Unique Reference Number 131427

Independent school standard inspection report

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Reporting inspector	Mohammad Ismail

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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>

## **Information about the school**

This is an independent special school and children's home which is part of Green Corns Schools (Continuum Group). The school provides full-time education and care for students between the ages of 10 and 18 years who are unable to attend mainstream school because of behavioural, emotional and social difficulties. One student has a statement of special educational needs and there are no students who are learning English as an additional language. Students mostly stay in the school for a short period of time before moving on to other schools or settings. The school was registered in March 2006 and was opened in December 2007. The education provision was last inspected in February 2008 and the social care provision in July 2011. The school aims to,

'enable students to become confident, resourceful, enquiring and independent learners; foster student's self-esteem and help them build positive relationships with other people.'

## **Evaluation of the school**

The school meets its stated aims and offers a good quality of education. The curriculum and teaching have improved since the last inspection and are now good; as a result, students make satisfactory progress. Their spiritual, moral, social and cultural development and behaviour are satisfactory. The provision for the students' welfare, health and safety is also satisfactory. The school fulfils all safeguarding requirements and it meets all the regulations for independent schools.

## **Quality of education**

The quality of the curriculum is good and it has been improved since the last inspection. It is effectively designed to meet the special educational needs of each student. Most subjects from the National Curriculum are included with additional learning programmes for social and life skills at both Key Stages 3 and 4. The programmes lead to various appropriate qualifications such as GCSE in English, mathematics, science, and the Award Scheme Development and Accreditation Network (ASDAN). A variety of suitable vocational training opportunities are provided in cooperation with local training providers. For example, some of last year's

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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).

students were enrolled on a motor vehicle mechanics course. Post-16 students have opportunities to attend a local further education college. There is a detailed curriculum policy which is effectively implemented through good quality schemes of work for all the required areas of learning.

The school's modern foreign languages programme includes French and German. It provides regular sessions on information and communication technology (ICT). The school's own careers advisor offers effective careers guidance and liaises with local training providers in the area. The school's education officer has established close links with other local schools. Good quality physical education is provided and the curriculum is enriched with different sports and leisure activities offered in the evenings and at the weekends. Some students attend a local 'kids' club' in the evening which helps them to enhance their social skills.

The provision for personal, social and health education (PSHE) is good and it is suitably tailored to meet the requirements of each student's statement of special educational needs. Students are offered regular counselling sessions with a psychologist and the care manager to address their needs and concerns. Where appropriate, additional psychological support is provided by in-house staff and through the child and adolescent mental health services. The school has an interesting educational visits programme and recently students visited the Manchester Science Museum.

The quality of teaching and assessment is good and enables students in a short time to make at least satisfactory progress. Teachers plan their lessons carefully to meet each individual student's needs. On admission teachers are made aware of the particular requirements of each individual student. They are assessed using, for example, Social and Emotional Aspects of Learning (SEAL) materials and the school's own models. The results are disseminated to all teachers to aid their lesson planning appropriately. Information regarding the emotional and behavioural needs of the students are also shared through the care plans with care staff. Teachers use a variety of methods to make their lessons enjoyable and to help the students maintain their engagement in learning. Teaching is well supported by the care staff who are usually active participants in most lessons. Education and care staff enjoy good relationships but do not consistently share details of planning and the delivery of after-school activities. Both the teaching and care staff are provided with regular suitable training to develop their skills in meeting the challenges of working with this group of students.

Lessons are usually taught on a one-to-one basis and teachers give students suitable opportunities for independent learning. There are sufficient resources to enable students to develop their key skills. Teachers effectively link together different subject areas and are successful in motivating students with the use of educational games and different learning activities, for example, in mathematics and religious education lessons. Occasionally, computers are used in lessons to support teaching and learning, for example, in history. Students mostly engage well in their learning

and behave appropriately. Staff deal well with any incidents of inappropriate behaviour. The students' relationships with staff are mostly good.

There is a detailed marking and assessment policy which is effectively implemented. Students' work is marked regularly with helpful feedback to aid the improvement of students' work. Information from assessments is used well to inform the teachers' future planning and is related to students' individual education plans. Students are regularly involved in reviewing their own progress, their record of attendance, achievements and learning targets. Past students have progressed into learning in post-16 settings.

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

The school's provision for its students' spiritual, moral, social and cultural development is satisfactory. The behaviour policy is implemented through the school's system of rewards and sanctions and its PSHE programme. The students' behaviour and attitudes to learning are satisfactory and improve over time. They are mostly respectful towards staff, generally take part willingly in discussions and their attendance is improving.

The school prepares its students for their future lives by developing their basic skills, building their self-esteem and through the advice they are given about their options for the future. Appropriate arrangements are in place to encourage students to be involved in social activities to develop their capacity to form stable relationships with others through, for example, visits to local clubs to mix with members of the local community.

The staff work with a range of external agencies to provide additional support for students. Students are encouraged to make a contribution, for example, by participating in the Shoe Box appeal at Christmas and Red Nose Day. They learn about different cultures in citizenship, history, PSHE and in religious education. The school helps them to understand the diverse communities in the United Kingdom and to respect others who may be different from themselves. Students are developing a basic knowledge about public institutions and services and are aware of the need to respect the law. Plans are in place for students to visit places of cultural interest and of civic importance such as law courts.

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

The provision for safeguarding the students' welfare, health and safety is satisfactory. Students feel safe in the school. All the required policies and procedures are in place and are satisfactorily implemented. There is a safeguarding and safer recruitment policy and all staff, including the school's designated child protection officer, are trained at the required level. There is a health and safety risk assessment policy for both in-school and out-of-school activities which is suitably 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 and are made aware of the dangers of drug-abuse and smoking. The school has an anti-bullying policy which is implemented consistently. The school maintains attendance and admission registers which meet the regulations. The school has a three-year plan to meet the requirements of the Equality Act 2010.

### **Suitability of staff, supply staff and proprietors**

The school has undertaken all the required checks to ensure that its staff, the trustees 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 sport facility for its physical education activities.

### **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 these.

### **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 point for development.

- Ensure care and education staff share information about the planning and subsequent delivery of extra-curricular activities.

## 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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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Special school		
<b>Date school opened</b>	December 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: 1	Girls: 0	Total: 1
<b>Number of pupils who are looked after</b>	Boys: 1	Girls: 0	Total: 1
<b>Annual fees (day pupils)</b>	£33,800		
<b>Email address</b>	angela.norris-heyas@greencorns.co.uk		
<b>Headteacher</b>	Mrs Angela Norris-Heyes		
<b>Proprietor</b>	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.**



Dear Students

**Inspection of School URN 131427**

I am writing to thank you for the time you spent talking to us when we 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 a good quality education.

I have found that improvements in the school's curriculum and teaching have enabled you to make satisfactory progress. You are clear about your targets and your teachers use the assessment information they collect about you to identify your needs and to help you to make progress. I am pleased that you feel safe and happy at the school. While at the school your attendance and your ability to manage your behaviour improve and you show respect towards the staff. The teachers help you to develop your basic skills and let you know about the options for your future lives, as well as giving you opportunities to learn about the wider world.

I have asked the school to consider the following point for development:

- ensure the care and education staff share information about the planning and delivery of extra-curricular activities.

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

Yours sincerely

Mohammad Ismail  
Lead Inspector