

# School URN 135352

Independent school standard inspection report

---

DfE registration number	876/6003
Unique Reference Number (URN)	135352
URN for social care	SC045517
Inspection number	385217
Inspection dates	23-24 November 2011
Reporting inspector	Mohammad Ismail
Social care inspector	Michelle Bacon

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/publications/090070](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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.<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 is an independent special school and children's home which is part of the Green Corns (Continuum) Group. It provides full-time education and care for one student between the age of 10 and 18 years who is unable to attend mainstream school because of severe behavioural, emotional and social difficulties. Most students have a statement of special educational needs. The school aims to.

'enable students to become confident, resourceful and independent learners ... developing their self-esteem to help them grow into reliable, independent and positive citizens who are valued by their communities.'

The school was opened in November 2007 and its education provision was last inspected in June 2008. The last care inspection was carried out in March 2011. This is the school's first joint inspection of education and care provision.

## **Evaluation of the school**

The school meets its aims by offering a good quality of education. The school's curriculum and teaching are good and students make good progress. Students' spiritual, moral, social and cultural development and the provision for their welfare, health and safety are good. The school meets all the requirements for safeguarding. The boarding and care provision is good with some outstanding features and the school meets all the regulations for independent schools. It has made good progress since its last inspection by improving the quality of education and its welfare provision.

---

<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 quality of the curriculum is good. It is broad and balanced and covers all the required areas of learning. Good long-, medium- and short-term plans are in place. There is a strong focus on developing students' social skills to enable them to work with others and enjoy their education. There is a detailed curriculum policy which is implemented through good quality schemes of work for all subjects. The school offers all subjects from the National Curriculum except music. However, students have opportunities to learn music and dance as part of their extra-curricular activities. The school's provision for developing students' basic skills is good. There are opportunities for students to learn conversational Spanish. Subject programmes for older students are accredited, leading to GCSEs, Assessment and Qualifications Alliance (AQA) units and the Award Scheme Development and Accreditation Network (ASDAN) qualifications. In addition, there are opportunities for students to undertake vocational training at a local college, for example by pursuing a course in health and social care. There is suitable provision for post-16 education in the school. The school's careers officer, along with a local job-search and training initiative for young people, organise regular sessions for students to offer advice about different courses and work-placement opportunities. There are good links with Connexions and the local youth service. Students attend the local library weekly.

There is a strong emphasis on improving students' literacy, numeracy and information and communication technology skills. The provision for physical education is good and enriched with extra sports activities in the evenings and at weekends. The curriculum is appropriately adapted to meet the needs of students with a statement of special educational needs, with suitable individual educational plans. This is an improvement since the last inspection. The personal social and health education (PSHE) programme is well organised and supplemented with regular counselling sessions to address students' personal needs. Staff conduct regular meetings with students to review their progress and provide help and advice. Care and education staff share their planning of after-school and weekend activities. There is a good educational visits programme to enrich the curriculum, for example with visits to Chester Zoo, Manchester European Market and Manchester Football Museum.

The quality of teaching and assessment is good and students make good progress. Teachers plan their lessons taking into consideration each individual's particular needs, with advice from the school's educational psychologist, and ensure work is set at the right level. They successfully engage students in their lessons by using different teaching methods such as educational games and opportunities for discussion to make the teaching and learning enjoyable. They give students good opportunities for independent learning. Some teachers use computers to involve students in research activities. However, computers are not always well used across subjects and as a teaching aid to make teaching and learning more enjoyable. Teachers ask challenging questions and link together different subject areas of the curriculum. For example, in a science lesson, the teacher linked work on enzymes with self-care and the importance of a healthy lifestyle. The school extends learning

by giving students regular homework. Teaching and care staff work closely together to support teaching and learning and there are sufficient educational resources. Staff-student relationships are good and students show respect to teachers and care staff. Students become increasingly engaged over time in their education; they ask questions, offer their own views and complete the tasks they are given. They are clear about their learning targets.

There is a good marking and assessment policy and students' work is marked regularly. Students are involved in regular reviews of their attendance, achievements and the extent to which they have met their learning targets. Good records tracking students' progress are kept as part of their individual educational plans.

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

Students' spiritual, moral, social and cultural development is good. Their attendance is good. Students feel safe in the school, display mostly good attitudes to learning and say that they enjoy their education. The behaviour policy is effectively implemented through a suitable system of rewards and sanctions which supports their moral development; students' behaviour is good. The school prepares its students well for the next stage of their life by developing their basic and social skills which builds their self-confidence. This is an improvement since the last inspection.

The care staff work closely with the local youth and health services to develop students' social skills. Students regularly attend local clubs, such as boxing and music clubs so as to mix with the local community. They learn about different cultures in their citizenship, history, PSHE and religious studies lessons. The school organises cultural events and visits to places of cultural and religious interest such as Liverpool Cathedral and a local mosque and Muslim centre to help students understand and appreciate diverse ways of life. Students learn about public institutions and to respect the law in their citizenship and PSHE lessons and have visited the local law courts.

Students are encouraged to help in the home. As part of the ASDAN programme, they are assigned various responsibilities to better prepare them for their future lives, such as managing a weekly budget, visits to banks and shopping with care staff. Students are encouraged to develop different hobbies and to get involved in extra-curricular activities in the community. The school encourages students to make a contribution to the wider community by supporting different charities such as Save the Children and Comic Relief.

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

The provision for safeguarding the students' welfare, health and safety is good. All the required policies and procedures are in place, including a safeguarding and safer recruitment policy and all staff, along with the school's designated child protection officer, are trained at the required level. The school has improved the quality of its provision for students' welfare with regular staff training and reviews of policies and

procedures. The anti-bullying policy, health and safety policy, risk assessment policies for school and out-of-school activities and the first aid policy are all effectively implemented. All staff are first aiders, with up-to-date training. Fire-fighting equipment is regularly tested and regular fire drills are conducted. The school has prepared a three-year access improvement plan to meet the requirements of the Equality Act 2010. The school maintains attendance and admission registers which meet the regulations.

Students feel safe. 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.

### **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 of checks which meets the regulations.

### **Premises and accommodation at the school**

The school building is a former four-bedroom detached house adapted to provide a safe and effective place for learning. It is well equipped with the required facilities for learning and is well maintained. The building is appropriately decorated and furnished and there are displays of students' work. There is a small garden which is used for recreational activities and the school uses a local sports facility for its physical education activities.

### **Provision of information**

The school meets all the 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. Parents and carers, in their questionnaires, praised the school for its good work.

### **Manner in which complaints are to be handled**

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

### **Leadership and management of the residential provision**

The care provision was judged to be good with some outstanding features 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').

## **National minimum standards**

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.

## **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 more opportunities for the use of computers in all areas of the curriculum.

## 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		√		
--	--	---	--	--



## Inspection judgements

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

### 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 for students with behavioural, emotional and social difficulties		
<b>Date school opened</b>	November 2007		
<b>Age range of pupils</b>	10-18 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 0	Girls: 1	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: 1	Total: 1
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 1	Total: 1
<b>Annual fees (day pupils)</b>	£34,800		
<b>Annual fees (boarders)</b>	£184,860		
<b>Email address</b>	angela.norris-heyas@greencorns.co.uk		
<b>Headteacher</b>	Mrs Angela Norris-Heyes		
<b>Proprietor</b>	Green Corns 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.**



25 November 2011

Dear Student

**Inspection of School URN 135352**

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 inspecting the care provision. 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 a good quality of education. This is a considerable achievement.

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 your needs and provide you with extra help to enable you to make progress in your education. You told us how you enjoy your learning and feel happy at the school. We were pleased by the number of extra-curricular activities provided which you are taking part in.

To improve the provision we have asked the school to provide more opportunities for you to use computers in different subjects.

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

Yours sincerely

Mohammad Ismail  
Lead Inspector