

Kingsway Green Corns

Independent school standard inspection report

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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.^{1, 2}

Information about the school

Kingsway Green Corns is an independent special school which is dually registered as a residential special school and children's home. It is part of the Continuum Care and Education Ltd group which also operates several other children's homes and schools in the North West of England. The company employs a headteacher who was appointed to the post in January 2012, two deputy headteachers and a team of classroom teachers, to deliver education across the full range of these schools. In this school, there are 10 different teachers who attend alternately on each morning and afternoon. It is registered for single occupancy for pupils aged from 11 to 18 years. There is currently one pupil on roll aged 14 years. Pupils on roll will often have a statement of special educational needs. The home is subject to a separate inspection by Ofsted and did not form part of this education inspection. The school opened in July 2007 and was last inspected by Ofsted in December 2008.

Kingsway Green Corns provides education for pupils with behavioural, social and emotional difficulties. Most pupils join the school after experiencing significant disruption to their previous schooling. Pupils have often been absent from full-time education for considerable periods of time. The school aims to, 'provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential.'

Evaluation of the school

Kingsway Green Corns provides a satisfactory quality of education, enabling pupils to make satisfactory progress. The headteacher and the leadership team make good provision for pupils' welfare, health and safety. Arrangements for safeguarding meet all the requirements. The school has improved since the last inspection, most notably in the deployment and organisation of the teaching team. The school has rectified the minor health and safety issues identified at the last inspection. All the independent school regulations are met.

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

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

Quality of education

The curriculum and other activities are satisfactory in meeting the range of needs and interests of pupils. A broad and balanced range of subjects is provided and lessons are timetabled into 45 minute sessions, six times a day. The school is a registered examination centre for several nationally accredited boards and pupils can work towards gaining a range of qualifications including Entry Level Certificates and GCSE.

Curriculum planning takes full account of pupils' behavioural, emotional and social difficulties and objectives are clearly outlined for pupils' personal development and learning. As a result, this ensures that the requirements of pupils' statements of special educational needs are met. A comprehensive range of initial assessments is carried out at the time of admission to the school. These assessments provide information about pupils' behavioural, emotional and social difficulties, National Curriculum levels of attainment and standardised reading and spelling ages. The outcomes of the educational assessments are not always rigorously checked against pupils' prior attainment as recorded on their statements of special educational needs. Consequently, the level of challenge provided in some areas of the curriculum is too low.

The curriculum is enriched by an extensive range of educational visits. These are arranged on a set day each month. For example, during the inspection, a visit was organised to Chester Zoo. Some subjects such as art make effective links to these visits. This linkage is not consistently effective across all curriculum subjects and is a missed opportunity to bring learning to life. The impact of visits on learning is limited by the frequency of pupils' refusal to participate. This is a significant factor in many curriculum subjects and, as a result, there is considerable variation in educational progress. Provision for developing pupils' basic skills and for personal, social and health education is sound. Opportunities provided in the home setting after school, at weekends and during holidays make a good contribution to pupils' learning.

Overall, the effectiveness of teaching and assessment is satisfactory in meeting the full range of pupils' needs. Teachers have good subject knowledge, are well prepared for lessons and all have experience in teaching pupils with behavioural, emotional and social difficulties. In particular, teachers apply the school's behaviour policy consistently and, for the most part, effectively. This ensures any disruptions to learning are reasonably well managed. Teachers show patience and perseverance in guiding pupils' learning. For example, during a mathematics calculation the pupil showed some frustration in completing a number grid. The teacher carefully repeated her explanation and used an example to reinforce the pupil's understanding. Residential social workers give effective support to behaviour management and pupils' social and emotional development but their role in supporting educational progress is not fully utilised. Teachers' lesson plans are an example of the improvements to the quality of teaching since the last inspection. Plans are detailed and show very good acknowledgement of the targets in pupils' individual education plans (IEPs). In response to a point for improvement at the last

inspection, teachers complete an evaluation of each lesson. These record many comments about pupils' behaviour and rate of participation but do not sufficiently evaluate the progress made in learning. Additionally, teachers record their evaluations of pupils' participation in lessons, information about their overall behaviour and whether IEP targets and lesson objectives were met. These are graded in different ways. For example, some are scored out of five, some out of ten and others are expressed as a percentage. This results in a lack of correlation and restricts the usefulness for targeting future improvements.

There are a high number of regular assessments and these inform monthly, six-monthly and annual reviews of educational progress and improvements in pupils' behavioural, emotional and social development. The school sets targets for educational progress but these are mostly too low and do not place sufficiently high expectations on pupils' achievement. Consequently, the level of challenge in lessons is not always high enough. While initial baseline assessments are used widely, the school does not ensure that teachers' assessment information is fully utilised in cases where pupils refuse to complete the initial assessment. This leads to some gaps in assessment information and limits the impact of target setting.

Since the last inspection, only two pupils have been on roll at the school for periods of longer than one month. Examples of their work, analysis of school data over time and observations of lessons show that pupils mostly make satisfactory progress in their learning. Progress is strongest in English due to the impact of intervention systems and specialist support. Questionnaire returns from pupils' local authorities and parents and carers, all show positive views of the amount of progress being made by pupils in the school.

Spiritual, moral, social and cultural development of pupils

The quality of pupils' spiritual, moral, social and cultural development is satisfactory. The staff's consistent application of the school's behaviour management strategies ensures that pupils' behaviour is satisfactory. Pupils' attendance in lessons and the level of engagement in learning varies. Pupils' attitudes to learning are mostly satisfactory and show signs of improvement. Pupils make a positive contribution to the school community by taking part in daily routines. The school makes effective use of a wide range of external agencies to support pupils' personal development. These include clinical and educational psychologists, mental health services and social services. Social skills form a part of the formally taught curriculum. A commercial scheme of work is in place with individual lesson plans which enable pupils to discuss themes such as how to be respectful and cooperative and develop persistence. Many worksheets are used as activities in the scheme and this restricts the style of learning and limits enjoyment. Many opportunities for pupils to apply their skills in the local and wider community are provided such as playing pool, swimming and shopping. The regularity of pupils' refusals to participate limits the impact on learning. Cultural and spiritual development and learning about British public institutions, are suitably promoted through the religious education and history curriculum and through educational visits such as to museums and theatres. Staff

regularly praise pupils' achievements and this does much to build pupils' self esteem and confidence.

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils is good. The school meets the requirements of the Equality Act 2010. Leaders ensure that all the necessary policies and procedures are in place to satisfy the independent school regulations. Extensive records of reviews show evidence of the rigour of the school's work in assessing pupils' behavioural, emotional and social difficulties. Every avenue is explored to ensure that effective support and guidance is provided in this regard. The school carries out thorough risk assessments including fire safety checks and for those occasions when education is planned off-site. The vetting procedures for checking the suitability of staff are robust, including checks with the Criminal Records Bureau. Staff show high levels of vigilance in their supervision of pupils. Pupils say they feel safe and are looked after well by the staff. Staff are fully trained in first aid, procedures for child protection and in the correct approaches for physical restraint. Healthy eating is effectively promoted through opportunities for pupils to shop for daily items and to be involved in cooking their own meals. Pupils say that the food is healthy and well balanced. Regular opportunities for exercise are provided through timetabled physical education and via leisure activities after school, at weekends and during holidays.

Suitability of staff, supply staff and proprietors

Arrangements to ensure the suitability of staff, supply staff and proprietors meet all requirements and checks are recorded on the single central register as required.

Premises and accommodation at the school

The school provides suitable accommodation for the effective delivery of education. The classroom is equipped with a computer and has access to the internet. Resources are generally adequate. Good provision is available to study food technology including a well-equipped kitchen. Outdoors there is a good-sized grassed lawn but equipment to extend learning beyond the classroom is limited and there is an absence of storage for outdoor resources.

Provision of information

The school provides clear and useful information to parents, carers and local authorities. Regular reports, sent to each stakeholder, are detailed and include reviews from many external agencies involved in the provision for pupils' care and education. The company has a good website which contains many of the school's policies and procedures.

Manner in which complaints are to be handled

The school's policies and procedures meet all the requirements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets all 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 targets for pupils' attainment and progress are suitably challenging and review pupils' progress towards these targets at regular intervals
- make more effective use of residential social workers to support teaching and learning
- ensure that learning from the many educational visits is fully integrated across the curriculum to bring real-life relevance to pupils' class-based work
- increase the level of pupils' participation and engagement in lessons.

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

School status	Independent		
Type of school	Special residential school for pupils with behavioural, social and emotional difficulties		
Date school opened	July 2007		
Age range of pupils	11-18		
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 pupils with a statement of special educational needs	Boys: 1	Girls: 0	Total: 1
Number of pupils who are looked after	Boys: 1	Girls: 0	Total: 1
Annual fees (day pupils)	£34,800		
Address of head office	Continuum Care and Education Ltd Leeds House Yorkshire St Rochdale OL16 1BH		
Email address	olufemi.onasanya@greencorns.co.uk		
Headteacher	Mr Olufemi Onasanya		
Proprietor	Mr Bob Hall		

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.



1 March 2012

Dear Pupils

Inspection of Kingsway Green Corns

Thank you for welcoming me into your school when I visited you recently. I thoroughly enjoyed my time with you and would like to share with you what I found out about your school. I judged that Kingsway Green Corns School is a satisfactory school. These are the main reasons why.

- The quality of teaching and the curriculum are satisfactory and improving so that you make satisfactory progress and learn new skills.
- You do quite well in improving your behaviour though there are times when you do not try hard enough in lessons.
- You enjoy school, feel safe and learn how to be healthy.
- You are improving your personal skills which will help you in the future, such as by being cooperative with others.
- You told me you feel safe and that the staff care for you. I agree, as the headteacher and staff look after you well and make sure you are safe.

All schools need to develop and improve and I have asked that you are given more exciting challenges in lessons and that all staff play a full part in teaching you new skills and that you participate fully in all lessons. You must do your best to cooperate. Also, I have asked that teachers plan more lessons which are linked to the visits arranged to places of interest such as the trip to Chester Zoo. For this to help you learn, you must make sure you participate in all the trips.

Thank you once again for all your help. I wish you well in the future.

Yours sincerely,

**John Coleman
Her Majesty's Inspector**