

School URN: SC049543

Independent school standard inspection report

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URN for social care	SC049543
Inspection number	386873
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Reporting inspector	Saleem Hussain
Social care inspector	Pamela Nuckley

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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

This school was registered as an independent special school in July 2007 with a residential provision for one student in the age range of 10 to 18 years with complex needs, including behavioural, emotional and social difficulties. The school caters for students who may or may not have a statement of special educational needs. It prepares students who have had troubled lives and very negative experiences of schooling to develop the confidence and skills to return to mainstream education. Some students may be on roll at the school for only a few days, whereas others in the past have stayed for two years or more. The school is attached to a residential provision and is owned by the Continuum Care and Education Group. The aim of the school is to provide its students with a personalised curriculum in which work and activities are challenging and match the learning opportunities found in a mainstream school. Students are taught by a team of visiting teachers who follow a rota planned by the senior education staff. The school has no particular religious affiliation.

The school is in a small end-of-terrace house in a residential area. The student on roll, who is below the age of 10, was admitted on 10 March 2012 on a temporary basis and is looked after by a local authority. The school has now written to the DfE to seek formal approval for its registration to be extended to include nine-year-olds. The school was last inspected in October 2008 and the care provision was last inspected in January 2012.

Evaluation of the school

The school provides a good quality education, meets its aims well and has improved in all areas of its work since the last inspection. Students receive a good, stimulating and individualised curriculum. The good teaching meets students' needs well and helps them make good progress. The provision for students' spiritual, moral, social and cultural development is good and behaviour is outstanding. The school makes good provision in promoting the welfare, health and safety and the safeguarding of students. All of the 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 good and meet students' needs and interests well. The school provides well for students with special educational needs and/or disabilities, including those with a statement of special educational needs. There are suitable policies and schemes of work for all subjects of the National Curriculum and the curriculum is broad and well balanced. Plans and schemes of work are carefully tailored to meet individual needs to ensure progression over time. Older students are able to undertake a range of courses of study with accreditation according to their abilities and interests, for example, National Vocational Qualifications (NVQ) and GCSE.

There are many opportunities for students to develop their basic skills in literacy, numeracy and information and communication technology (ICT). Opportunities are generally taken up well by teachers in different lessons to support the development of these skills. For example, students use ICT in lessons such as mathematics and this supports ICT skills development well. Personal, social, health and citizenship education (PSHCE) is a major strength of the school. Every opportunity is taken to promote students' personal development through lessons and extra-curricular activities including school trips. Students enjoy the good range of enrichment activities provided. Educational visits and visitors enhance learning. For example, the close links with art galleries, theatres, museums and other places of interest where visits take place make a strong contribution to learning. The school curriculum is strongly supported by the '24-hour curriculum', which makes a significant contribution to students' learning and personal development. There are many after-school activities on offer for students including homework support and sport.

Teaching, learning and assessment are good, helping students to make good progress. Teaching has improved from satisfactory to good since the last inspection. Teachers present work in an appealing way to students; this captures their interest and engages them well. Often, the work is based on real-life situations or events. For example, a geography lesson included much work about different countries, cultures and references to the forthcoming Olympic Games in London. Basic skills in ICT, numeracy and literacy are generally well taught. Very occasionally, when developing reading skills, opportunities are lost in encouraging students to read with expression. Consequently, mood and tension in stories are not always conveyed to the listener as well as possible. Teachers question and prompt students well and this ensures that students apply much effort in their work and learn to think for themselves.

Teaching methods are effective and the pace of work is good, ensuring that students get through much work in lessons. Teachers show a good understanding of the aptitudes, needs and prior attainments of the students. However, teachers do not always communicate the objectives and expected learning outcomes effectively at the start of lessons. Consequently, students are not always clear about exactly what is expected of them by the end of the lesson and, on occasion, may not achieve as well as they can. Classroom resources are of good quality and well used to support learning. Teachers have excellent, respectful relationships with students and use very

effective strategies for managing behaviour and encouraging students to act responsibly. Consequently, behaviour in lessons is outstanding.

When they are admitted to the school, students are given a comprehensive assessment of their prior attainment. This information is well used to plan teaching. Staff carefully check the progress students make in lessons and then provide good feedback to them at the end about their progress. Detailed records are kept of progress in attainment, behaviour and attendance. Records provide convincing evidence of students' good progress over time. Records of achievement for students past and present, demonstrate clearly that the great majority have made good progress, with older students gaining a good number of external accreditations.

Questionnaire responses from students, parents and carers and placing authorities provide further evidence that the quality of education is good.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students is good. The school has a well-developed and effective policy in place which provides staff with clear guidance in relation to planning the provision in these four areas and their role in promoting students' personal development. Opportunities in religious education and PSHE make a significant contribution and schemes of work for these subjects include many specific and relevant topics of study. Records show that the school is very successful in raising students' self-esteem and confidence. Spiritual issues and moral dilemmas are often discussed in religious education and citizenship lessons. Approaches to promoting personal development are well supplemented by the good provision through the 24-hour curriculum. For example, students have good opportunities in the residential provision to develop their independence and life skills and this helps prepare them well for their future education and lives.

The school provides well for students' social and cultural development. Multicultural harmony is well promoted. Discussion with students indicates that they appreciate that Britain is a multicultural society and that they consider that everyone is entitled to have their own beliefs, traditions and values so long as harm or offence is not caused to others. There is good provision for students to learn about public institutions. For example, there are opportunities in the curriculum to learn about welfare services, educational establishments and the law.

The school is very effective in improving behaviour. Inspectors observed an outstanding citizenship lesson which included very good opportunities for reflection and accepting responsibility for one's own behaviour in different situations. Students' behaviour and attitudes in lessons and around the school are consistently outstanding. Records show that attendance is outstanding as compared to national averages for mainstream schools.

Welfare, health and safety of pupils

Provision to promote the welfare, health, safety and safeguarding of students is good. All of the required policies and procedures are in place and are implemented effectively. They are detailed and provide clear guidance to staff about the school's procedures and their roles and responsibilities. The school's behaviour policy is very effective and students especially value the certificates, prizes and treats on offer for outstanding behaviour and achievement.

The school has a comprehensive safeguarding policy which provides clear guidance for staff in dealing with any concerns. Child protection procedures are robust and staff, including the designated officer, are trained at the required level. Risk assessments are well focused and effectively used by teachers to ensure that learning activities are safe. Detailed fire risk assessments have been carried out, fire prevention equipment is monitored and regular fire drills are held and recorded. Staff are highly vigilant at all times concerning health and safety and deployed very effectively to ensure the proper supervision of students. The premises comply with health and safety requirements and are well managed by staff. As a result of these factors, students feel safe in school.

The school is proactive in developing links with other organisations and agencies to help to cater for students' specific needs. As a result, students' behavioural, social and emotional needs are supported well through a wide range of therapeutic and clinical support services such as counselling. The 24-hour curriculum makes a significant contribution to students' understanding of how to stay healthy and safe. Students' eating habits improve and staff help students to prepare nutritious snacks during the day and in the evenings.

The school has a detailed plan to improve the premises which meets the requirements of the Equality Act 2010.

Suitability of staff, supply staff and proprietors

The suitability of all staff and the proprietors to work with students has been carefully checked in accordance with requirements. The necessary information is kept accurately on a single central record of checks.

Premises and accommodation at the school

The pleasant and well-maintained accommodation provides a good environment for learning and meets students' needs well. There is enough space for students to engage effectively and safely in the learning activities. The classroom has a computer connected to the internet and this is well used to support learning. Outside play space is satisfactory but is restricted to a long narrow yard, which is not suitable for games and other physical education activities. Local facilities such as sports centres and parks are well used to support the provision of physical education.

Provision of information

A useful school prospectus contains all of the information required. It is available to parents and carers and to the local authorities which place students here. The monthly reports written on students' progress are very detailed and informative on students' academic progress and personal development.

Manner in which complaints are to be handled

The procedures for handling complaints meet requirements.

Compliance with regulatory requirements

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

What the school could do to improve further

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

- encourage students to develop more expression in reading stories aloud so that mood and tension are conveyed better to the listener
- ensure that teachers always communicate objectives and expected learning outcomes to students effectively at the start of 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 school for pupils with behavioural, social and emotional difficulties		
Date school opened	July 2007		
Age range of pupils	10-18 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 0	Girls: 1	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: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 1	Total: 1
Annual fees (day pupils)	£34,800		
Telephone number	01925 237580		
Email address	olufemi.onasanya@greencorns.co.uk		
Headteacher	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.



9 May 2012

Dear Pupil

Inspection of school URN: SC049543

I promised to write to you about what I found out about your school when I had finished the inspection.

The school gives you a good education and helps you make good progress. The teaching is strong and lessons are very interesting. I was impressed with how well literacy, numeracy and computer skills are taught. You are given many chances to take part in enjoyable learning activities that will help you in the future.

Your behaviour is outstanding and so is your attendance. The staff take good care of you. They make sure you are safe and help you to develop a healthy lifestyle. The staff are keen to make the school even better. I have suggested that the school helps you to develop your reading and storytelling skills even more. I have also suggested that at the start of all your lessons you are told what you are expected to learn by the end of the lesson.

You can help the school by carrying on working as hard as you do. I know that everyone is very proud of your achievements. Well done. I wish you the very best for the future.

Yours sincerely

Saleem Hussain
Lead Inspector