

School URN 135420

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.^{1, 2}

Information about the school

This small school is an independent special school providing full-time education for residential pupils between the age of 10 and 18 years who are unable to attend mainstream school because of severe behavioural, emotional and social difficulties (BESD). All the pupils currently in the school are looked after by their local authority, are of compulsory school age and have a statement of special educational needs. The school aims to 'enable pupils to become confident, resourceful, enquiring and independent learners; foster pupils' self-esteem and help them build positive relationships with other people.' The school was opened in July 2006 and its education provision was last inspected in June 2008.

Evaluation of the school

The school's overall quality of education is satisfactory and it broadly meets its aims. The provision for pupils' spiritual, moral, social and cultural development and their behaviour are satisfactory. The arrangements for pupils' welfare health and safety and their safeguarding are good. This is an improvement since the last inspection. The school meets all the regulations for the registration of independent schools.

Quality of education

The school provides a satisfactory curriculum to meet the special educational needs of its pupils. The school offers regular counselling sessions with a psychologist to help pupils to participate in their education and join the mainstream community in a shorter period of time. There are regular meetings with pupils and their carers to consider their views in planning termly educational activities. Individual education plans for every pupil are in place and the school ensures that the specific requirements in each pupil's statement are met, including access to all the subjects of the National Curriculum. The provision for personal, social and health education (PSHE) is good and the school raises the self-esteem of its pupils through this programme.

There is a suitable curriculum policy which is supported by appropriate schemes of work for all subjects. The curriculum is broad and appropriately balanced and

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

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

provides coverage of all the required areas of learning for pupils of compulsory school age. In addition, there is satisfactory provision for learning modern foreign languages. There are opportunities for older pupils, including those who are post-16, to take part in different vocational qualifications in the local colleges, although this provision is not taken up at present. There is good provision for physical education (PE) which is enhanced with additional sporting activities in the evenings and at weekends. The school's information and communication technology (ICT) provision adequately helps pupils to use computers and research on the internet. There is specialist provision for careers advice and satisfactory plans are in place for the pupils to receive advice about different training opportunities available in the area. In addition, some pupils attend an army cadets training facility in the locality. Regular educational visits, such as the recent ones to the Manchester Natural History Museum and Skipton Castle were conducted as part of the school's history programme. At present, there are no after-school enrichment activities to increase pupils' participation in education. The 24-hour curriculum is underdeveloped and, at present, there is no provision for homework or for pupils to apply the knowledge they learn in school in everyday situations out of school, like drawing up and keeping to a budget.

The school is a registered examination centre. All learning programmes at Key Stage 4 and beyond are accredited. Records show that previous pupils who were post-16 and stayed for a longer period of time had undertaken a range of accredited programmes according to their abilities and interests. For example, they studied units accredited by the Award Scheme Development and Accreditation Network (ASDAN); Assessment and Qualifications Alliance (AQA) Entry Level; GCSE and National Vocational Qualifications (NVQ).

Teaching and assessment are satisfactory overall. Lessons are usually taught to pupils on a one-to-one basis. Teachers plan their lessons and learning activities appropriately to match the needs and attainment levels of their pupils. Teachers and care staff work as a team to help pupils to start and retain their engagement in lessons. They encourage pupils to behave responsibly, show interest in their lessons and complete their tasks. Teachers use ICT and debates to make their lessons more interesting. For example, in a PSHE lesson, the teacher successfully engaged pupils by involving them in a purposeful discussion and by using the internet. There are sufficient learning resources and these are well used, particularly to support pupils' key skills development. Pupils are mostly well behaved in lessons and they show respect to their teachers. Staff have appropriate knowledge and training to meet and support pupils' needs. Staff benefit from the expertise and guidance of a special educational needs coordinator who monitors and supports pupils' learning and progress regularly.

There is a suitable assessment policy in place and the school uses an online assessment programme to manage the information it gathers. All pupils are assessed initially, termly and annually. The information gathered is available to teachers for planning their lessons and is reported to parents and carers each term. Each pupil's progress is monitored carefully and discussed with the pupils to set clear learning

targets. Currently, pupils attend the school for shorter periods of time than was previously the case. They are making satisfactory progress according to their abilities and the length of time they have spent in the school.

Spiritual, moral, social and cultural development of pupils

The school's provision for its pupils' spiritual, moral, social and cultural development is satisfactory. The behaviour policy is effectively implemented through the school's system of rewards and sanctions. As a result, pupils' behaviour is satisfactory and improving over time. Their attendance is generally good, reflecting an improvement compared with their previous schools. The PSHE programme has helped pupils to improve their self-confidence in a short period of time. Pupils are mostly calm and respectful during the lessons and they concentrate on their work for increasingly longer periods of time. In their PSHE lessons, pupils are involved in discussions to respect the law and understand the roles of different public institutions. The school staff work closely with various external agencies to help pupils in improving their behaviour. During discussion with the inspectors, pupils acknowledged their understanding of right and wrong.

The school prepares its pupils satisfactorily for their future life by developing their basic and social skills. For example, the school encourages its pupils to mix with the community by participating in local football clubs, music and dancing clubs. The school strongly focuses on literacy, numeracy and ICT skills development. Pupils learn about different cultures in their citizenship, history lessons and in religious studies. They are appropriately taught to appreciate their own culture and respect others who may be different from them, but visits to places of various cultural interest are underdeveloped. Pupils are encouraged to make a contribution towards charities and have recently participated in fund raising for Children in Need.

Welfare, health and safety of pupils

The provision for safeguarding the pupils' welfare, health and safety is good. This is an improvement since the last inspection. Pupils are in safe accommodation where they are always accompanied by the care staff. They feel safe, and this helps them to improve their participation in and attitudes to learning. All the required policies and procedures are in place, including a comprehensive safeguarding and safer recruitment policy. All staff, including the school's designated officer, are trained at the appropriate levels in child protection procedures. The school's behaviour and anti-bullying policies meet requirements and are implemented well. There are health and safety risk assessment policies for the school and out-of-school activities which are effectively implemented. The first aid policy meets requirements and first aid officers are trained at the required level. The school has a suitable fire risk assessment in place; all fire-fighting equipment is regularly tested and regular fire drills are conducted.

The school encourages pupils to adopt healthy lifestyles by encouraging them to eat sensibly and take part in a range of physical activities. Pupils are made aware of the

dangers of drug abuse and smoking, and how to keep safe.. The school's system for recording the sanctions imposed for serious misbehaviour meets requirements. The school maintains attendance and admission registers which meet the regulations.

Suitability of staff, supply staff and proprietors

All the requirements are met. 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 on the suitability of staff which meets the regulations.

Premises and accommodation at the school

The premises and accommodation provide a safe and effective environment for learning. The school is set in a detached house, with an education room in a conservatory attached to the front lounge. The house and grounds are secure, with ample outside space for physical activities. There is sufficient light in the education room and there is adequate warmth and ventilation. The kitchen is well equipped and regularly used for food technology lessons. The school is within walking distance of the local village and has easy access to libraries, leisure centres, sports facilities and local parks.

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 points for development.

- Raise the overall quality of teaching and improve pupils' progress.
- Improve the provision for the 24-hour curriculum to enable pupils to undertake homework and engage in some domestic tasks, such as budgeting.
- Provide pupils with a regular programme of curriculum enrichment activities in the evenings and over weekends to improve their participation in education.
- Organise visits to different places of cultural interest in order to extend pupils' knowledge and appreciation of different cultures in the local and national communities.

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 Special		
Type of school	Special school for pupils with behavioural, emotional and social difficulties		
Date school opened	July 2006		
Age range of pupils	10–18 years		
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	£33,676		
Headteacher	Tariq Verpalen		
Proprietor	Advanced Childcare		

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.



23 November 2012

Dear Pupils

Inspection of School URN 134520

Thank you for meeting me and my colleague when we visited your school recently. I enjoyed talking to you, observing your lessons and other activities. I am pleased to tell you that your school has made progress since its last inspection by improving the quality of the provision of your welfare, health and safety. However, the quality of education and the provision for your personal development are still satisfactory. I was pleased to see that you are taking part in lessons and that your behaviour and attendance have improved since you arrived. You told me that you are working hard to join mainstream education and I have asked the school to help you with this by:

- raising the overall quality of teaching and improve pupils' progress
- improving the provision for the 24-hours curriculum where you have tasks to do, such as completing homework and drawing up a food budget
- providing you with some extra activities in the evenings and over weekends to help you take more part in what you do at school
- organising visits to different places of cultural interest in order to extend your knowledge and appreciation of different cultures in the local and national communities.

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

Yours sincerely

Mohammad Ismail
Lead Inspector