

Halton View Greencorns

Independent school standard inspection report

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Reporting inspector	Chanan Tomlin

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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

Halton View Greencorns is a small independent special school that was registered in August 2007. It provides education for students aged from 10 to 18 years with complex needs, including severe behavioural, emotional and social difficulties. The school is owned by Advanced Childcare. The school caters for residential students. Most students attending the school since the time of the last inspection have had a statement of special educational needs. Most students are on roll at the school for very short periods of time.

The aim of the school is to provide students with a personalised, effective curriculum in which work and activities are challenging and result in strong learning outcomes. 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. It was last inspected in June 2008.

Evaluation of the school

The overall quality of education is satisfactory and the school generally meets its aims although it has made little progress since the last inspection. The curriculum provided by the school is satisfactory. Teaching and assessment are satisfactory and students make satisfactory progress in their learning. The provision for students' spiritual, moral, social and cultural development is good and has improved since the last inspection. Behaviour is satisfactory. The school's provision for the welfare, health and safety and the safeguarding of students is good. The school meets all of the regulations for independent schools.

Quality of education

The curriculum is satisfactory and meets students' needs and interests. It is broad and balanced and is supported with suitable policies and schemes of work for all subjects. Plans and schemes of work are individualised to meet students' needs and to secure progress over time in all of the required areas of learning. The policy and schemes of work for personal, social, health and citizenship education (PSHCE) are

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

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

implemented effectively and meet the school's aims. As a result, students develop their social skills well and are encouraged to live healthy lifestyles.

The school promotes students' personal development effectively through lessons and extra-curricular activities. Students take part in a good range of educational visits that support their social development and some areas of learning. Recently, students have been to Blackpool, the Liverpool Maritime Museum, shopping trips, the zoo and 'Go Ape'. They are prepared for the responsibilities and experiences of adult life through the school's emphasis on the importance of education and the advice and guidance of staff. A visiting careers teacher attends the school frequently and advises students on developing their plans for the future. Students contribute to the school community through cooking meals and initiating and participating in social activities.

The curriculum enables all students, including those that are post-16 to undertake a range of courses of study with accreditation according to their abilities and interests, for example, short units of work which are accredited by the Award Scheme Development and Accreditation Network (ASDAN); Assessment and Qualifications Alliance (AQA) Entry Level; GCSE and National Vocational Qualifications (NVQ). There are a number of opportunities for students to develop their basic skills in literacy, numeracy and information and communication technology (ICT).

The school has been used mostly for short-term placements and students are enrolled for only short periods of time. It has supported the reintegration of students back home or into mainstream schools. Teachers advise students well about their personal courses of study and make every effort to help them succeed in their learning. However, students have only limited access to the curriculum because of their short tenures at the school and, as a result, the school has not established a system to ensure students are fully engaged in all aspects of the curriculum. Students are generally punctual to lessons and produce a suitable standard of work.

Teaching and assessment are satisfactory and, despite the limited periods of time that students spend at the school, they make satisfactory progress. Lesson planning is satisfactory and learning activities are suitably matched to students' ages and prior attainments. Teachers focus on basic skills in numeracy and literacy and students improve their reading and writing skills in all lessons including food technology and science. Classroom resources are of a satisfactory quality and support learning satisfactorily. Teachers make good use of basic resources. An example of this is an outstanding science lesson on variation where students measured and compared the sizes of their hands and feet. Lessons are paced well. The school's behaviour management systems and high levels of supervision ensure that those students who sometimes display very challenging behaviour co-operate in lessons. Teachers have a good knowledge and understanding of students' aptitudes and needs. Lessons are interactive and involve plenty of discussion and debate; this ensures that students are interested and remain engaged.

Students are given an initial assessment of their prior attainment including their basic skills of literacy, numeracy and ICT when they join the school. This information is used effectively to inform individualised learning programmes and plan teaching. Assessment and testing then take place regularly so that performance can be monitored. Assessment arrangements for students that attend the school for short periods of time are limited because their progress is not checked as well as it might be over time. Staff check on the progress students make in lessons and provide useful feedback to them about their work. This helps them progress during lessons.

Records of achievement for past students, demonstrate that those that are enrolled at school for a substantial amount of time make satisfactory progress. These students improve in achieving higher National Curriculum levels of attainment; one completed most of an ICT qualification; another was offered a place on a football training programme as a result of his outstanding achievements in physical education.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the students is good. Staff provide students with the support necessary to help them improve their social skills and their ability to get along with other people. The school has a robust system for behaviour management. As a result, students improve markedly in their behaviour from when they start school. Students develop good relationships with teachers and are welcoming and courteous to visitors. Behaviour observed in lessons and around the school is satisfactory. When teachers engage students effectively in lessons, students display good attitudes towards learning, participate happily and behave well. Attendance and punctuality are good.

Spiritual development is promoted well through the formal discussions that students have about quotes from major religious and philosophical thinkers. They learn about a variety of religions and cultures through religious education and food technology. For example, good discussions took place during a cooking class about foods from different parts of the world. An appreciation of different races and cultures is further promoted through projects such as those on equality and diversity and lessons on the people that make up a community. Students debate social and moral issues thoroughly during lessons and informally with care staff. They learn well about morality through PSHE and the support and guidance of staff. Students learn effectively about public services and respecting the law through suitable themes in PSHCE.

Welfare, health and safety of pupils

The provision for students' welfare, health and safety is good. The school has implemented the latest guidance on safeguarding students and there are rigorous procedures to ensure that they are kept safe. Staff, including the designated officer, are trained to the required level and refresher training is provided for everyone at appropriate intervals. A safer recruitment policy is in place and is implemented

appropriately. All of the required policies and procedures have full regard to the welfare, health and safety of students; all policies, including those for first aid and anti-bullying, are implemented effectively.

Thorough risk assessments are carried out for all outdoor and educational visits and there are effective procedures to keep students safe during the school day. The school has an effective internet safety policy and students are provided with guidance about the dangers of the inappropriate use of ICT. Students are advised on how to keep healthy and on how to stop dangerous habits such as smoking. The school works with child and adolescent mental health services (CAMHS) and other agencies to support students according to their needs. The school's written policy to promote good behaviour among students is implemented effectively. Fire risk assessments are carried out regularly; fire drills are held every month and are duly recorded. The premises comply with all health and safety requirements.

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 school operates from a terraced house in a residential area. The accommodation enables the implementation of the curriculum to take place safely and effectively. The school has a good-sized classroom equipped with suitable resources including a computer. The kitchen is used for food technology lessons. Outdoors, there is a small welcoming garden area where students can relax. Local facilities such as sports centres and parks are used to support the provision of physical education.

Provision of information

The school prospectus is clear, up-to-date and informative and includes all of the required details. Parents and carers are sent monthly progress reports that keep them informed about their child's progress. They also receive termly and yearly reports.

Manner in which complaints are to be handled

The procedures for handling complaints meet requirements. There have been no formal complaints in the last year.

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.

- Establish a system to ensure the full engagement of students in all aspects of the curriculum, even when they are enrolled at the school for a short time.
- Improve assessment arrangements for students that are enrolled at the school for short periods of time to ensure that there are sharper checks on their progress.

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 – for students with behavioural, emotional and social difficulties		
Date school opened	August 2007		
Age range of pupils	10-18		
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: 1	Total: 1
Number of pupils who are looked after	Boys: 0	Girls: 1	Total: 1
Annual fees	£34,800		
Headteacher	Olufemi Onasanya		
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.



28 November 2012

Dear Students,

Inspection of Halton View Greencorns

I really enjoyed inspecting your school. Thank you for making me feel very welcome. I found you to be courteous and appreciate your trying to make me feel comfortable during my two days at the school. I spent my time at school observing lessons, speaking to staff and looking through documents. I scrutinised your work and examined the progress made by past students as well. Teaching is satisfactory. I found that you only make satisfactory progress because you are enrolled at school for such short periods of time.

I found that your school provides a satisfactory level of education and is good in the ways that it promotes your spiritual, moral, social and cultural development. I found your behaviour to be satisfactory and the ways that the school promotes your welfare, health and safety to be good.

I have suggested that the school develop systems to encourage you to engage in all aspects of the curriculum even if you are at the school for only short periods of time. I have also suggested that the school improve its arrangements for assessing and making checks on your progress. It is really important that you take full advantage of your time at school and that you make good progress in your studies. You can help the school by working as hard as you can.

I wish you the very best for the future.

Yours sincerely,

Chanan Tomlin
Lead Inspector