

# Brewood Secondary School

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.<sup>1, 2</sup>

## **Information about the school**

Brewood School is a special school in Deal, Kent. It opened in 2005, and is registered to admit up to 18 students aged between 11 and 18 years. It was acquired by Horizon Care in December 2009, six months after its last inspection, when it joined the company's two other existing schools in Manchester and Staffordshire. The three schools are overseen by a consultant headteacher, while Brewood has a lead teacher who is responsible for the day-to-day running of the school. There are currently 16 students on roll, 13 of whom have a statement of special educational needs for behavioural, emotional and social difficulties. Around a third of the students live in residential accommodation owned by the proprietor. The rest have been placed by local authorities, either travelling into school each day or are living with foster parents locally. All of the students have had a disrupted education, with some having been out of school for a considerable time. They come from a range of ethnic backgrounds, although none speak English as an additional language. The school's aim is to 'improve life chances through personalised education and individualised achievement'.

## **Evaluation of the school**

Brewood provides a good quality of education and successfully meets its aims. The quality of provision has improved since the last inspection and is now good. The curriculum is good, having broadened in scope since the school was acquired by Horizon Care, and is suitably planned to meet individuals' specific needs. Good teaching ensures students make good progress. Provision for spiritual, moral, social and cultural development, and for establishing positive behaviour, is good. Welfare, health and safety procedures, including safeguarding arrangements, are also good. The school meets all regulatory requirements.

## **Quality of education**

The curriculum is good. It has improved since the last inspection because it is now much broader in scope. For many students this means that, instead of a focus on courses leading to GCSE, there is now a wider range of vocational courses as well as academic ones, which successfully engage and motivate students to learn at a good

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<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).

rate. The recent investment in new technology, such as laptops and interactive computer whiteboards in classrooms, is paying dividends with greater use of computers to support learning. When younger students first arrive the approach to learning is closer to that used in many primary schools and is based on a set of themes or topics. The range of topics has been mapped with care to ensure that all of the required areas of learning are covered. On entry, care is taken to ensure that individuals' statements of special educational needs are quickly reviewed and, if appropriate, updated so that the school can ensure that it is making appropriate provision and statement objectives are focused upon. As students re-engage with learning they start to improve their speaking, listening, literacy and numeracy skills. Alongside this is a marked improvement in patterns of behaviour and involvement. Personal, social and health education is taught as a discrete lesson and helps students come to terms with issues that have often had an impact on their lives. Appropriate careers advice and guidance are provided and because the option is available to remain at the school up to the age of 18 some students use the opportunity to re-sit some external examinations or to continue in full-time education. The curriculum is continuing to develop, and leaders are keen to further develop the range of external accreditation available to match the expansion of the curriculum and courses available. Provision is not outstanding because outcomes are not outstanding.



Teaching and assessment are good and some teaching is outstanding. There is a positive rapport between staff and students which helps students to get on well with their learning. Teachers mark work regularly and usually offer supportive and encouraging comments, but the quality of feedback is weaker in some books as to how work might be improved. Teachers ensure that students present their work well and that it is dated so that progress over time can be measured. Teachers have high expectations that students will engage in learning. All teachers use the same format for lesson planning and all lessons have clear objectives and anticipated outcomes. Work and activities are mostly well matched to the needs of each student. The vast majority are challenged at the right level so that they can make as much progress as possible. Teachers accept that students will often have gaps in their knowledge and understanding before arriving at Brewood. They are supportive in helping students to recognise the gaps in learning and to rectify them. Lessons do encourage students to adopt a 'can do' attitude. Teachers and learning support assistants work together very effectively to support students, and the support which they receive enables them to experience success and encourages a more positive attitude to learning than they have had previously.

There is an expectation that students will gain some form of external accreditation for their work. Provision has already expanded and includes GCSE, Entry Level and the Awards Scheme Development Accreditation Network (ASDAN) courses, with the possibility of City and Guilds qualifications now being explored.

The school maintains an individual tracking file for every student and teachers record progress on a termly basis using National Curriculum levels. Over time this allows the school to develop a picture of progress over time and the extent of progress towards

agreed targets. This information shows that students make good progress given their original starting point. Termly progress meetings, covering both academic and behavioural progress, are the precursor to the creation of reports that are sent to parents and carers. However, because the use of data to track individual progress over time is not fully refined, there is sometimes a lack of challenge as students start to increase their rates of progress.

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

Students' spiritual, moral, social and social development is good. In particular, the school is effective in boosting students' self-knowledge, self-esteem and self-confidence. Students who previously had negative attitudes to education start to realise their full worth and recognise their ability and hold more positive views to school in general and learning in particular. Behaviour is good and students know the difference between right and wrong. Good behaviour is expected and is promoted through a suitable system of rewards and sanctions. Whilst staff have high expectations, they are also understand that students are not always able to meet them. They work hard to enable students to appreciate 'the errors of their ways' and provide excellent role models. Students believe the behaviour system is fair and older students can reflect positively on their time in the school and how it has helped them change their behaviour and attitudes.

Students attend regularly, often for the first time in many years. Individual behaviour plans and the support of staff mentors are effective in helping students to accept responsibility for their actions and to make a positive contribution to the life of the school and the wider community. This is illustrated well by successful fundraising events for various charities, in which students participate with enthusiasm and commitment. Positive social attitudes are also promoted through the successful course in team building in which many students participate with enthusiasm. A broad understanding of public institutions is supported through work in personal, social and health education and includes regular visits from community support officers and firefighters. A broad range of creeds and cultures are represented among the staff and students of the school. Students are taught to value and respect this diversity. The school is currently starting to establish formal links with a similar school in Kenya, which will further strengthen students' knowledge and understanding of cultural diversity. Provision such as this and the opportunities to develop team building skills are still developing so the overall provision for students' spiritual, moral, social and social development is not yet outstanding.

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

Provision for students' welfare, health and safety is good. The school provides a safe and secure environment for learning. Individual behaviour plans are in place and they are monitored regularly. An effective anti-bullying policy exists and students have a good understanding of bullying in its different forms, including cyber bullying. The school safeguards its students effectively and all of the necessary safer recruitment checks are carried out. All staff have undergone child protection training

at the required level, including the designated officer. Students say that they feel safe and that they trust the adults to take care of them. They are properly supervised at all times. Staff are suitably trained in the use of safe restraint, although this is rarely used and is always logged properly when it has been necessary.

Health and safety are promoted effectively and great care is taken to ensure that potential risks are avoided, both in school and when on trips and visits. The first-aid policy is detailed and it is implemented effectively. Any medication is kept secure and when dispensed a careful record is kept. Effective risk assessments are carried out for the premises and for individuals. Appropriate checks are undertaken on electrical equipment and potentially hazardous materials are stored safely.

### **Suitability of staff, supply staff and proprietors**

Systems and procedures for the appointment of staff, including enhanced level checks through the Central Records Bureau, are firmly in place and all regulations are met. The single central register contains all of the required information.

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

Brewood is based in a large detached house set in its own grounds. It provides a safe and effective learning environment for the comparatively small group of students. Standards of maintenance, fixtures and furnishing are good in the well-equipped and decorated classrooms. Washroom, toilet and medical facilities meet requirements.

### **Provision of information**

The information contained within the school prospectus is clear, accurate and is up to date. All of the required information is provided, or is made available, to parents, carers and others. At the end of each year a detailed report is sent out to each parent or carer.

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

The complaints procedure meets requirements.

### **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.

- Further develop the range of external accreditation available to match the expansion of the curriculum and courses available.
- Refine the systems for tracking the achievement and progress of individual students and of groups of students over time.

## 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

<b>School status</b>	Independent		
<b>Type of school</b>	Special school for students with behavioural, emotional and social development needs		
<b>Date school opened</b>	2005		
<b>Age range of pupils</b>	11–18 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 11	Girls: 5	Total: 16
<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: 9	Girls: 4	Total: 13
<b>Number of pupils who are looked after</b>	Boys: 6	Girls: 4	Total: 10
<b>Annual fees (day pupils)</b>	£33,800		
<b>Address of school</b>	86 London Road Deal Kent CT14 9TR		
<b>Telephone number</b>	01304 363000		
<b>Email address</b>	brewoodschool@horizoncare.co.uk		
<b>Headteacher</b>	Stephen Ellis		
<b>Proprietor</b>	Horizon Care Limited		

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**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.**

13 December 2012



Dear Students

### **Inspection of Brewood School, Deal, CT14 9TR**

I would like to thank you for making me so welcome on my recent visit, with a special thank you to those who spoke to me about your experiences at the school. I have tried to take your views into account in writing this report. I have judged that you get a good education and that all government requirements are met.

Many of you found it difficult to settle and to work well in your previous schools. However, it is clear that you are able to settle down and make good progress with your learning, as well as improving your behaviour and social attitudes, in this school.

You are well taught and the curriculum is mostly matched to your specific needs. Your behaviour is much improved and is good. The school expects you all to gain some examination passes by the time you leave. You get on well with the staff who care about you and want you to do well. This is helping you to develop more positive attitudes and a better understanding of the needs of others.

Although you are making good progress in your learning, the school could do a bit more to help you. It has increased the range of things you can learn and activities you can take part in and now needs to find suitable ways in which your work can be recognised in external certificates and awards. I have also suggested that the school develop its systems for making checks on your progress.

The school works hard to make you all better citizens. If you continue to show the progress that I saw during my visit you I think that you can look to the future with increasing confidence.

My best wishes for the future to you all.

Yours sincerely

Martyn Groucutt  
Lead inspector