

# Cressex Lodge School (SWAAY)

Cressex Lodge, Bracknell, Binfield, RG42 4DE

## Inspection dates

15 February 2013

## Context of the inspection

The school was last inspected by Ofsted in September 2012 when a number of regulations were unmet. The school drew up an action plan for improvement in response to the report. This was evaluated in December 2012 and was accepted by the Department for Education.

This is the report of the first progress monitoring visit undertaken in order to evaluate the progress made by the school in implementing its action plan.

## Summary of the progress made in implementing the action plan

## Regulations not met

The inspection of September 2012 found that there were shortcomings in the curricular provision. With the withdrawal of geography, history and modern foreign languages, the curriculum had narrowed. While some schemes of work were well constructed, others were insufficiently detailed to support the teaching, particularly in English, theatre studies and information and communication technology (ICT). The school did not provide resources that were sufficient in quantity, quality and range for the teaching of reading and did not ensure that there were a sufficient number of computers to support students' learning and develop their ICT skills. The curriculum failed to fulfil the requirement of the statements of special educational needs of some students to have access to the full National Curriculum.

In response, the school has updated its curriculum policy. A format of schemes of work is now agreed upon and some subject leaders have started re-drafting some of their schemes of work accordingly. The school has now devised its schemes of work for expressive arts, which includes art, music and drama to support the students' creativity. However, other schemes of work remained insufficiently detailed to support the teaching, particularly in English, history, geography, ICT and French. Students now have access to a variety of books to support their reading skills. Although the school has purchased several computers, these are not used effectively to develop the students' ICT skills. The curriculum provided still does not provide full access to the National Curriculum and it is not adapted to meet the learning needs and the requirements of those students with a statement of special educational needs.

The earlier inspection found that that where the teaching was satisfactory, it had good features but also specific weaknesses. Learning objectives were not always clear and lesson plans focused on what students would do without identifying precisely what they were intended to learn. In other instances, students' creative and investigative skills were restricted by an overuse of worksheets, or time was not used wisely and the pace of learning dropped. Teachers did not show a good understanding of the aptitudes, needs

and prior attainments of the students, and did not ensure that these were taken into account in the planning of lessons. While some teachers' assessments were secure, other staff were insufficiently supported in developing their expertise to ensure accuracy when judging the standards attained. The range of baseline assessments was insufficiently broad to inform teachers of students' prior attainments with precision when they joined the school. Not all teachers used the available information with sufficient rigour when planning work for individual students.

Weaknesses have remained. Although some teachers plan their lessons adequately and prepare some resources to aid teaching and learning, the learning objectives are not always shared with students so that they are clear about what is expected of them. There is too much reliance on worksheets, which do not help students to use their creativity in their work. Teachers provide too much input into learning and this restricts the students' ability to contribute to discussions. Some students display challenging behaviour and this slows the pace of learning and affects the learning. Although staff carry out a baseline assessment on entry to identify the students' starting points, the information from such assessments is not used consistently by all staff to match activities to students' learning needs and abilities.

At the time of the last inspection, staff did not receive the appropriate level of training in child protection at the required intervals. There were no risk assessments of the premises. Consequently, some risks had not been identified. There was a correctly maintained attendance register but no admission register. Students reported that there were few instances of bullying. However, this area of the school's work was not supported by an up-to-date policy.

This inspection has found that all staff have now received the relevant child protection training, including the designated persons. The school has carried out the risk assessment on the premises to minimise risks and has fitted windows on the upper floors with devices that effectively restrict their opening. The school has prepared an admission register, which meets requirements. Although the school has reviewed its anti-bullying policy, this does not provide a clear definition of bullying, or a description of the signs and the different types of bullying. There is very little evidence of how the curriculum will combat bullying. This regulation is not met.

Weaknesses in the information provided to parents, carers and others at the time of the last inspection have now been addressed in the latest edition of the information documents for parents, carers and others. The school's complaints procedure has been revised to take account of shortcomings in managing formal complaints and this now meets all the requirements.

The school did not meet four new regulations on this inspection. Behaviour over time is inadequate. Although, the school has a detailed behaviour policy, this is not implemented effectively to improve the students' behaviour. Some students exhibit challenging behaviour in classrooms and around the school. Consequently, time is wasted and their learning and that of others is severely disrupted.

## Compliance with regulatory requirements

### The school requires improvement and must take action to meet The Education (Independent School Standards) (England) Regulations 2010 ('the Regulations').

- Ensure that there are appropriate plans and schemes of work for English, history, geography, a modern foreign language and ICT and that the curriculum policy is implemented effectively. paragraph 2(1)
- Ensure that where students have a statement of special educational needs, the education provided fulfils its requirements. Ensure that the teaching involves well-planned lessons, effective teaching methods, suitable activities and appropriate management of class time. paragraph 2(2)(e)
- Ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the students, and that these are taken into account in the planning of lessons. paragraph 3(c)
- Ensure that computers are well used to support students' learning and develop their ICT skills. paragraph 3(d)
- Ensure that there is a framework in place to assess students' work regularly and thoroughly, and that information from such assessment is utilised to plan teaching so that students can make progress. paragraph 3(f)
- Ensure that the teaching utilises effective strategies for managing behaviour and encouraging students to act responsibly. paragraph 3(g)
- The proprietor should ensure that principles are promoted which enable students to distinguish right from wrong and to respect the civil and criminal law. paragraph 3(h)
- The proprietor should ensure that principles are promoted which encourage pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely. paragraph 5(a)(ii)
- Ensure that the behaviour policy is implemented effectively to improve the students' behaviour and attitudes towards learning. paragraph 5(a)(iii)
- Ensure that the behaviour policy is implemented effectively to improve the students' behaviour and attitudes towards learning. paragraph 9
- Ensure that there are effective procedures to prevent bullying which have regard to DfE guidance by updating the anti-bullying policy. paragraph 10

## Inspection team

Fatiha Maitland , Lead inspector

Additional Inspector

## Information about this school

- Cressex Lodge School (SWAAY) is an independent day school located in a village near Bracknell. It is part of a residential provision which provides education and therapeutic treatment and it operates collaboratively as part of a therapeutic community provided by SWAAY Child and Adolescent Services Ltd.
- The school opened in 1994 and it is registered for up to 18 boys, aged between 11 and 16 years, who have specific social, emotional and behavioural difficulties. There are currently 13 boys on roll aged between 13 and 16 years, some of whom have moderate, specific and complex learning difficulties.
- There are seven students with a statement of special educational needs. All students are under the care of their respective local authority. Students join the school with a history of interrupted schooling and generally remain at the school for a minimum of two years.
- The school has been under new ownership since September 2012. Since the school's last inspection in September 2012, there has been a high turnover of teaching staff.
- The school aims  
`to work together to support the whole development of each young person towards responsible adulthood. Through practice based on the SWAAY philosophy we offer the highest levels of care; an individualised curriculum for each young person to reach his full educational potential and a personalised programme for each to improve his social and emotional skills.'

## School details

<b>Unique reference number</b>	110178
<b>Inspection number</b>	413521
<b>DfE registration number</b>	867/6580
<p>This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.</p>	
<b>Type of school</b>	Day school for students with specific social, emotional and behavioural difficulties
<b>School status</b>	Independent School
<b>Age range of pupils</b>	11–16 years
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	13
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	SWAAY Child and Adolescent Services Ltd
<b>Chair</b>	Les Glazier
<b>Headteacher</b>	Sarah Snape
<b>Date of previous school inspection</b>	26–27 September 2012
<b>Annual fees (day pupils)</b>	£850 per week
<b>Telephone number</b>	01344 862221
<b>Fax number</b>	01189 665454
<b>Email address</b>	cx@swaay.co.uk

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