

Cressex Lodge (SWAAY)

Cressex Lodge, Terrace Road, Binfield, RG42 4DE

Inspection dates

12 November 2013

Context of the inspection

This is the second monitoring inspection since the school's the last full inspection in September 2012. The first monitoring inspection took place on 15 February 2013.

Summary of the progress made in implementing the action plan

Regulations not met

The monitoring inspection of February 2013 found that not all schemes of work were adequately detailed especially in English, history, geography, information and communication technology (ICT) and French.

Further improvements have been made to the curriculum provision. Most subjects now have schemes of work that link to other medium- and short-term plans. This includes a programme for personal and social education and citizenship. The curriculum has improved the school's provision to develop students' spiritual, moral social and cultural development. The implementation of these programmes is still new and the long-term impact on students' development has yet to be seen. However, as part of their studies students were involved in organising a coffee morning to support a national cancer charity. This helped students' understanding of how they can contribute to their local community. The history and geography schemes of work are still in their early stages of development. They do not yet have enough detail and are not supported adequately by other plans.

Since the monitoring inspection in February 2013, the headteacher and proprietors have taken robust action to improve teaching. There have been a number of changes to the teaching staff. Some teachers are very new to the school. The quality of teaching still has some weaknesses. Teachers have good relationships with students.

The quality of lesson planning is too variable. It is not always 'crystal clear' how in some lessons, especially with only one student, the work planned is specifically meeting individual needs. There is not enough reference to students' statement of special educational needs where one exists. Sometimes work planned is not challenging enough. One student told the inspector that work planned was sometimes patronising because it was too easy for his level of understanding. There are missed opportunities to allow students to answer questions in more depth and establish their own views. Sometimes teaching is not precise enough to give clear direction to the lesson. The quality of assessment continues to improve but its use in planning lessons is not yet firmly established. The school has not taken any steps to have its assessments moderated to check that they are accurate. Some students have completed very little work in their books since the beginning of the academic year.

Concerns about the use of ICT in lessons and to support teaching have been addressed. Students have regular ICT lessons and use different programmes to support other

subjects, for example, researching 'animals in danger' for a citizenship project. Teachers use the interactive boards to add variety to their teaching. They are used effectively, for example, in quickly providing a large number of images of famous artists' work from which students can develop their own ideas.

Senior leaders have not yet developed a robust method to make effective use of the outcomes of teaching observations, the quality of students' work and the assessment of their progress in order to develop sharp targets to improve teaching and learning.

In the previous monitoring inspection concerns were raised about the management of behaviour and the school's approaches to dealing with bullying. The school's methods to deal with challenging behaviour and bullying have been revised. A discussion with a small group of students showed that they felt that behaviour had improved. They told the inspector that there were occasional outbursts of poor behaviour. They had a very clear understanding about how they and their fellow students had unpredictable behaviour, partly as a result of their previous experiences. They felt safe and said that any matters of concern to them were dealt with quickly. They said that staff were nearly always present when there were any incidents. During this inspection the school was calm and students moved around the building sensibly. Most students concentrated well in their lessons. Students felt that staff dealt quickly if any bullying occurred. They could not remember any incidents of racism.

The headteacher has carried out a thorough analysis of the incidents of poor behaviour. Data show that behaviour has improved. There is a clear daily reward system where students can collect merits based on their behaviour and application in lessons. Students were observed ensuring that they had their 'cards' marked after each lesson.

The school is not diligent in ensuring that health and safety risks are minimised in design and technology lessons. The area used is not suitable because it is also used as an eating and refreshment room. There is inadequate ventilation and eye protection is not always used when it should be.

Compliance with regulatory requirements

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

Ensure that history and geography have appropriate schemes of work and that they are implemented effectively. Paragraph 2(1)

Ensure that where pupils have a statement of special educational needs the education provided fulfils its requirements. Ensure planning makes clear how work set and activities are addressing any particular requirements. Paragraph 2(2)e

Ensure that all lessons are well planned and use effective teaching, methods, suitable activities and that there is appropriate management of class time. Paragraph 3(c)

Ensure that teachers have a good understanding of the aptitudes, needs and prior attainments of the pupils, and that these are taken into account in the planning of lessons. Paragraph 3(d)

Ensure that outcomes from assessment are used to plan lessons so that pupils can make good progress. Paragraph 3(g)

Ensure that the school implements appropriate health and safety precautions in design and technology lessons.

Paragraph
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Inspection team

Daniel Towl HMI, Lead inspector

Her Majesty's Inspector

John Daniell

Her Majesty's Inspector Shadow

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 and since the last monitoring inspection in February, 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

Unique reference number	110178
Inspection number	429306
DfE registration number	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>	
Type of school	Day School for students with specific social, emotional and behavioural difficulties
School status	Independent School
Age range of pupils	11–16 years
Gender of pupils	Boys
Number of pupils on the school roll	12
Number of part time pupils	0
Proprietor	SWAAY Child and Adolescent Services Ltd
Chair	Les Glazier
Headteacher	Sarah Snape
Date of previous school inspection	26–27 September 2012
Annual fees (day pupils)	£850 per week
Telephone number	01344 862221
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