

Sacrewell Lodge School

Inspection dates

11–12 December 2013

Overall effectiveness

Inadequate

4

Pupils' achievement

Inadequate

4

Pupils' behaviour and personal development

Inadequate

4

Quality of teaching

Inadequate

4

Quality of curriculum

Inadequate

4

Pupils' welfare, health and safety

Inadequate

4

Leadership and management

Inadequate

4

Summary of key findings

This school is inadequate because

- The proprietor has failed to ensure that the school is consistently led by a suitably trained and experienced headteacher. This has resulted in inadequate teaching and assessment, and inadequate student achievement.
- The quality of the education is not sufficiently evaluated to ensure that students achieve as well as possible.
- The curriculum does not adequately meet the learning needs of the students in the school.
- Leaders and managers have failed to promote the welfare, health and safety of students. The implementation of health and safety policies and fire safety policies is inadequate.
- The proprietor has failed to make adequate arrangements to ensure the effective operation of the school and, as a result, a substantial number of the independent school regulations are not met.

The school has the following strengths

- Students benefit from supportive relationships with teachers, which help them to develop their confidence as learners.
- Music teaching is used effectively to enhance students' skills and to help them to re-engage with education.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was carried out with a day's notice. The inspector observed five lessons taught by the school's teachers, looked at students' work, and held meetings with teachers, staff members and students.
- The inspector looked at the school's documentation, including teachers' planning.
- Three questionnaire responses from staff were taken into account but no parents or carers, students or local authority representatives had responded to the online Ofsted questionnaires.

Inspection team

John Gush, Lead inspector

Additional Inspector

Full report

Information about this school

- Sacrewell Lodge School is a small special school that provides full-time and part-time education for boys and girls aged between eight and 16 years. All of the students reside in residential accommodation provided by the proprietor. The school was registered in October 2010 but its first students did not arrive until January 2012. This is its first inspection.
- The school makes provision for students in the sixth form, for which it is not currently registered. Some part-time students in the sixth form also attend a local further education college.
- None of the students currently on the school's roll has a statement of special educational needs. Students are placed at the school in relation to severe behavioural, emotional and social difficulties and all students are looked after by their local authorities.
- The school does not use alternative provision to extend its curriculum.
- The school's headteacher left at short notice in September 2013. A replacement has not been identified and teaching is carried out by temporary teachers.
- The school's website states that it 'believes in the empowering value that quality education may offer, and we take seriously our obligation to support, encourage and deliver an innovative and stimulating educational programme'.

What does the school need to do to improve further?

- Improve leadership and management and increase its impact on teaching, students' achievements and behaviour by:
 - ensuring that the school has a suitably trained and experienced headteacher
 - the proprietor regularly and rigorously reviewing the school's work, its adherence to regulations and its effectiveness
 - monitoring the effectiveness of teaching on the learning and progress of the students, in particular the teaching of literacy and numeracy
 - monitoring the performance of teaching and support staff
 - conducting regular and well-informed self-evaluation of all aspects of education in the school.
- Ensure that the school is correctly registered for the age range of the students on roll.
- **The school must meet the following independent school standards.**
 - Ensure that there is a curriculum policy set out in writing which is supported by appropriate plans and schemes of work, and that it is implemented effectively (paragraph 2(1)).
 - Ensure that the curriculum gives pupils of compulsory school age a full time education with experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative (paragraph 2(2)(a)).
 - Ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement of special educational needs (paragraph 2(2)(b)).
 - Ensure that where pupils have a statement of special educational needs the education provided fulfils its requirements (paragraph 2(2)(e)).
 - Ensure that provision is made for personal, social and health education which reflects

the school's aims and ethos (paragraph 2(2)(f)).

- Ensure that if there are pupils **above** compulsory school age, there is a programme of activities appropriate to their needs 2(2)(h)).
- Ensure that the curriculum provides the opportunity for all pupils to learn and make progress 2(2)(i)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(j)).
- Ensure that teachers show 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 there is a framework in place to assess pupils' work regularly and thoroughly, and that information from such assessment is utilised to plan teaching so that pupils can make progress (paragraph 3(g)).
- Ensure that there is a framework in place by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents, and/or by national norms (paragraph 4).
- 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)(iii)).
- Ensure that principles are promoted which provide pupils with a broad general knowledge of public institutions and services in England (paragraph 5(a)(iv)).
- Ensure that principles are promoted which assist pupils to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions (paragraph 5(a)(v)).
- Ensure that principles are promoted which encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs (paragraph 5(a)(vi)).
- Ensure that partisan political views are not promoted in the teaching of any subject in the school (paragraph 5(c)).
- Ensure that where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils while in attendance at the school (paragraph 5(c)(i)).
- Ensure that where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils while taking part in extra-curricular activities which are provided or organised by or on behalf of the school (paragraph 5(c)(ii)).
- Ensure that where political issues are brought to the attention of the pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere (paragraph 5(c)(iii)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and do these arrangements have regard to guidance issued by the Secretary of State (paragraph 7).
- Ensure that there is a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving, and that this policy is implemented effectively (paragraph 9).
- Ensure that there is an effective anti-bullying strategy in place and that it is being implemented (paragraph 10).
- Ensure that there is a written policy which complies with relevant health and safety laws and that it is being implemented (paragraph 11).
- Ensure that there is compliance with the Regulatory Reform (Fire Safety) Order 2005

(paragraph 13).

- Ensure that there is a written policy on first aid and that the school implements it (paragraph 14).
 - Ensure that there is a record of the sanctions imposed upon pupils for serious misbehaviour (paragraph 16).
 - Ensure that there is an admission register which is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17).
 - Ensure that any contractual arrangements with an employment business include the requirement to supply a copy of a criminal record certificate that contains any disclosures (paragraph 20(2)(d)).
 - Ensure that for each member of staff appointed on or **after** 1 May 2007, does the register show that the following checks were made, including the date on which each check was completed or the certificate obtained:
 - the person's identity
 - the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect
 - of relevant qualifications, if appropriate
 - whether an enhanced criminal records bureau (CRB) certificate was obtained
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State
 - of their right to work in the United Kingdom (paragraph 22(3)).
 - Ensure that in relation to staff not directly employed by the school, the register shows whether written notification has been received from the employment business that it has carried out the required checks together with the date the written notification that each check was made or certificate obtained, was received. Checks required include
 - the person's identity
 - that the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect
 - where appropriate the person's qualifications
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, checks in regard to any guidance issued by the Secretary of State
 - the person's right to work in the United Kingdom
 - an enhanced criminal record check or a certificate in response to such a check made by it or another employment business. The criminal record check must have been obtained no more than three months before the date on which the person is due to begin work at the school; or the person has already had an enhanced criminal record check from working in a school or further education institution not more than three months previously
- and
- if an enhanced criminal record certificate was obtained before the person was due to begin work and if it contained a disclosure, the school obtained a copy of the certificate from the employment business (paragraph 22(5)).
 - Ensure that suitable toilet and washing facilities are provided for the sole use of pupils (paragraph 23A(1)(a)).
 - Ensure that the school's accommodation and facilities are maintained to a sufficient

standard to ensure the health, safety and welfare of pupils, as far as is reasonably practical (paragraph 23(c)).

- Ensure that the following information is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate:
 - the school's address and telephone number and the name of the headteacher
 - where the proprietor is an individual, their full name, address for correspondence during both term time and holidays and a telephone number or numbers on which they may be contacted at all times
 - a statement of the school's ethos (including any religious ethos) and aims (paragraph 24(1)(a)).
- Ensure that the following information is made available to parents of pupils, parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate:
 - particulars of academic performance during the preceding school year, including the results of any public examinations
 - the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 24(1)(b)).
- Ensure that the safeguarding children policy (as required under part 3, paragraph 7) is published on the school's website, or where no such website exists, that the school provides a copy to parents of pupils, and of prospective pupils, on request (paragraph 24(1)(c)).
- Ensure that the school provides parents with an annual written report of the progress and attainment of each registered child in the main subject areas taught, except where a parent has agreed otherwise (paragraph 24(1)(f)).
- Ensure that where a pupil who is registered at the school is wholly or partly funded by the local authority, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and on request to the Secretary of State (paragraph 24(1)(h)).

Inspection judgements

Pupils' achievement

Inadequate

Students' achievements are inadequate. This is the result of inadequate teaching and assessment, and an inadequate curriculum. The school has no means of demonstrating the progress of students from their starting points, or that they are progressively developing skills, knowledge and understanding across the required areas of learning. In addition, the school is not able to demonstrate that students' achievements are in line with those of students of similar ages nationally or that the gap with the national average is being closed.

Students attend the school following periods of disrupted education. Their social and emotional difficulties are a barrier to learning. Notwithstanding the overall judgement that achievement is inadequate, more recently some students are beginning to make reasonable progress during their limited time at the school and are starting to re-engage with education. They concentrate on their work in literacy and numeracy, and gain new confidence in their abilities in using applying these skills in everyday situations. They are not working towards any accredited courses in these subjects. They make particular progress in music and demonstrate pride in their newly acquired skills in reading musical notation and performing on the keyboard. Students sometimes attend the school part-time while they also take vocational courses in further education colleges. These students settle well at college because the work they have done at the school has helped them to develop confidence in their ability to learn in a mainstream setting. In addition, they receive on-going support from the school which helps them to keep up their college work.

Pupils' behaviour and personal development

Inadequate

The behaviour and personal development of students are inadequate. The school is not aware of its responsibilities to promote the spiritual, moral, social and cultural development of the students. As a result, the provision in this area is inadequate and a substantial proportion of the independent school regulations for this standard are not met. Formal opportunities are not taken to introduce students to other cultures, to engage with or contribute to the local community, or to understand British democratic values. In addition, the school has no agreed, written policy to ensure that partisan views are not promoted when political issues are discussed.

Nevertheless, some students' behaviour improves during their time in the school and their behaviour in lessons has a positive impact on their learning. Although their attendance is below the national average, it is improving as they re-engage with learning. Some students are late for lessons too often, but the school is taking appropriate action to address this and lateness is decreasing. Relationships between students, teachers and learning support staff are positive and respectful. This helps students to engage with their lessons and develop their self-confidence.

Quality of teaching

Inadequate

The quality of teaching is inadequate. This is because the school has no formal procedures to assess students' abilities or to measure their progress in any of their lessons or over the time they are in the school. Because of this, teachers are not able to plan lessons on the basis of reliable knowledge of students' abilities. This means that students may not be making the progress of which they are capable. In addition, the school does not have a framework to monitor students' progress and so it is not able to evaluate their achievements in relation to national norms.

Lessons observed during the inspection were suitably prepared but did not use information about students' previous learning. Because of this teachers are not be sure that students are making enough progress. Teachers made use of an appropriate range of activities and lessons were taught at a satisfactory pace. This helps students to make some progress with their learning. Teachers

make effective use of their subject knowledge and their prior experience of working with students whose education has been disrupted. However, they do not always ask questions in a way that probes students' understanding or challenges them to think deeply. This means that students sometimes miss opportunities to extend their independent learning skills. Learning support workers are not always deployed effectively in a manner that enhances students' opportunities to learn and make progress.

Quality of curriculum

Inadequate

The quality of the curriculum is inadequate. The school has not established a clear curriculum policy. Two separate documents explain the school's curriculum approach but they are not consistent. For example, one policy document refers to all key stages being covered, while another states that only Key Stages 3 and 4 are offered. Neither of the policy documents refers to a curriculum for sixth form students, even though these students are currently attending the school. No schemes of work are available from which to plan and neither of the curriculum policy documents has been reviewed and updated. In addition, the school is inadequately prepared to meet the needs of students with a statement of special educational needs. The school's lack of schemes of work and adaptation of programmes is a significant weakness.

Suitable medium-term plans are devised in consultation with students. These ensure that appropriate emphasis is placed on enabling students to re-engage with learning and to develop their abilities, especially in English and mathematics. It includes subject areas chosen by students, for example music. Careers advice is available and satisfactorily used to identify vocational college courses for some students. Insufficient emphasis is placed on extending students' capacities to use information and communication technology (ICT) and arrangements to teach personal, social and health education are inadequate.

Pupils' welfare, health and safety

Inadequate

Provision to promote the welfare, health and safety of students is inadequate and many of the regulations are not met. The school has not made adequate arrangements to safeguard students. The designated child protection officer (DCPO) has not received the required higher-level training. Signs and documents in school are confusing because they identify various different people as DCPO. Teachers have not received child protection training. Arrangements to ensure that only people suitable to work with children are recruited are inadequate because not all the checks made are recorded on a single central register, as required.

Students say that they feel safe in school. However, no formal anti-bullying strategy exists and there is no provision to alert students to the dangers of online bullying. Similarly, there is no provision to build students' resilience to the potential dangers associated with social media networks or the inappropriate use of text messages. An appropriate behaviour management policy is in use but it is not fully implemented, as teachers have not received some of the essential training identified in the policy. The first aid policy is not implemented correctly because trained first aiders are not identified.

The school was unable to provide any assessments to demonstrate that the risks associated with the use of school buildings or equipment have been considered or mitigated. No arrangements are available to ensure the safety of students on educational trips or visits. Fire safety equipment is regularly checked and drills to ensure students and staff are aware of procedures for evacuating the school in the event of a fire alarm have taken place, as required. However, although a fire risk assessment has been carried out, it has not been reviewed and many issues identified have not been addressed. Some actions indicated as requiring urgent attention to ensure the safety of users of the school building have not been carried out.

Leadership and management**Inadequate**

Leadership and management are inadequate. The proprietor has failed to ensure that the school is adequately led or that a suitably trained and experienced headteacher is in post. As a result, the performance of teachers and staff members are not monitored or evaluated, and the achievements and progress of students are not assessed or measured. This means that the school does not know whether or not students are making adequate progress, or what teachers or students need to do in order to enable students to improve their achievements. Although a school development plan was written recently by a former headteacher, it is not based on rigorous self-evaluation and it does not adequately identify actions that would secure the improvements necessary. Moreover, current teachers do not know about the plan and it has not been reviewed by the proprietor.

The proprietor has taken no action to monitor the effectiveness of the school's provision. As a result, the provision is inadequate because it fails to ensure that students make progress. Many regulations, relating to all areas of the school provision, are not met. Some inadequate security arrangements have been reported to the school's proprietors.

The proprietor has provided adequate resources for running the school, including suitable ICT equipment. The school premises are adequate for the number of students for which the school is registered but the toilet facilities for students do not meet requirements. Suitable outdoor space is available for play and relaxation. The school's complaints procedure meets requirements. It is made available to parents and carers, and its use is explained clearly in the school's brochure. Some of the required information for parents, carers and others is made available but a number of the regulations in this area are not met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	136233
Inspection number	434039
DfE registration number	874/6036

This inspection was carried out 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.

Type of school	Special school
School status	Independent Special School
Age range of pupils	8–16
Gender of pupils	Mixed
Number of pupils on the school roll	0
Number of part time pupils	1
Proprietor	CareTech Community Services (Bob Yetzes)
Headteacher	Position not filled
Date of previous school inspection	Not previously inspected

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