

The Grange School

2 Milner Way, Ossett, Wakefield, West Yorkshire, WF5 9JE

Inspection dates

29 April–1 May 2014

Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings

This is a good school

- Pupils make good progress from below average starting points across a wide range of subjects.
- Pupils achieve well in reading, writing and mathematics, and begin to make accelerated progress towards the standards expected for their age.
- Pupils, most of whom have had previously disrupted educational experiences or have been unable to settle in previous schools, attend regularly and take an interest in the opportunities provided.
- The quality of teaching is good because the staff have a firm knowledge of the learning needs of individual pupils. They almost always ensure that each pupil is challenged to make continuous improvement.
- Despite their sometimes challenging behaviour, pupils learn effective ways to manage their frustration and anger. As a result. Behaviour in the school is mostly good.
- The school provides a safe environment in which pupils feel valued and well cared for.
- The school's leaders set high expectations for what the staff and pupils can achieve together. The effectiveness of the school results from excellent teamwork involving all staff members.
- The school's leaders, including the proprietorial body, have taken effective steps to ensure that the quality of teaching, and its impact on pupils' achievement, is continuously improving.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure consistently outstanding learning and progress. The more-able pupils are not always sufficiently challenged.
- Pupils' attitudes and behaviour are not of a consistently high standard.
- The school leaders' systems for checking the effectiveness of the school are not sufficiently rigorous and precise.

Compliance with regulatory requirements

- The school meets 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.

Information about this inspection

- The inspection took place with one day's notice.
- The inspector observed eight lessons taught by six members of staff and scrutinised samples of pupils' work.
- Discussions took place with the headteacher, the company's education director, members of the teaching and support staff, a small number of parents and carers and with pupils. There were no responses to the online Parent View survey. Questionnaire responses from seven members of staff were considered.
- A wide range of school documentation was scrutinised, including policies and procedures, records of pupils' progress, and individual pupils' progress files.

Inspection team

David Young, Lead inspector

Additional Inspector

Full report

Information about this school

- The Grange is a small day special school which opened in January 2010.
- It is managed by The Keys Group, which owns several children's homes and schools throughout the United Kingdom. These include Denby Grange Secondary School, with which this school has close links, including a joint headteacher.
- The Grange school is registered to admit up to 12 boys and girls aged between seven and 14 years who are identified as having behavioural, emotional and social difficulties. Some have additional mental health needs.
- Pupils are placed at the school by a number of local authorities. Most have been excluded or have experienced significant disruption in their previous education.
- Currently, there are 10 pupils on roll between the ages of seven and 13 years. All have statements of special educational needs.
- The school aims to 're-engage pupils in learning and provide a quality education for even the most challenging pupils'.
- The school's last full inspection was in March 2011. An emergency inspection was conducted in January 2014.

What does the school need to do to improve further?

- Further improve the achievement of more able pupils by:
 - ensuring that teachers' planning consistently identifies targets and activities which challenge them to extend their learning
 - using the skills of classroom support assistants to work individually with these pupils when appropriate.
- Improve the arrangements for teaching information and communication technology (ICT), including classroom layout and available equipment.
- Raise the overall quality of teaching and learning to outstanding by:
 - using more robust and precise procedures for checking classroom practice which ensure a greater focus on the quality of learning and pupils' achievements.

Inspection judgements

Achievement of pupils

Good

- The achievement of pupils is good as a result of good teaching and access to a wide range of suitable learning opportunities.
- All pupils enter the school with standards of achievement which are below those expected for their age, mostly as a result of disrupted previous educational experiences, including periods of absence or exclusion from previous schools.
- On entry to the school, pupils settle quickly into the school's expectations and begin to make progress towards the appropriate targets identified in their statements of special educational needs and individual education plans.
- The staff plan well for the development of pupils' learning in small steps which take account of their individual learning needs. Pupils understand the levels at which they are working and what they need to do in the various subjects to move on to the next level of success.
- The majority of the current pupils have made rapid progress with reading, writing and mathematics. In many cases, their rates of progress exceed the national average and they begin to catch up with previously missed learning.
- Pupils of all abilities make good progress. However, the level of challenge for the more-able pupils is not always high enough to ensure that they extend and develop their work to the level of which they are capable. In particular, pupils are not encouraged to write with consistent accuracy and quality across the full range of subjects studied.
- Individual pupils have made good progress, for example, in understanding place value when working with numbers up to 1000 including decimal places, and translating decimals to fractions. In learning to read, pupils demonstrate success in recognising the sounds that letters make and using these to read words. They quickly develop confidence in reading full sentences and using appropriate expression to convey meaning.
- The school's robust assessment data demonstrates that pupils make good progress and start to make up lost ground across the full range of National Curriculum subjects. During the inspection good progress in pupils' learning was evident in activities observed in science, history, art and design technology.
- Pupils are prepared well to move on to the company's sister school, at an appropriate time during Key Stage 3.

Quality of teaching

Good

- The quality of teaching is good and provides pupils with continuous opportunities to make good progress across the full range of subjects studied.
- Teachers plan effectively, taking account of the targets written into pupils' individual education plans. They have a good and improving understanding of how to use National Curriculum levels to prepare work which build on pupils' current achievements and challenges them to extend their learning further.
- All pupils study an appropriate range of subjects which they find interesting and this encourages them to work well. Pupils are positively involved in speaking and listening during lessons and demonstrate an increasing ability to respect each other's contributions and ideas. In an English lesson, for example, pupils praised one class member for the quality of his reading aloud to the class.
- Pupils make good use of the written and visual resources provided and they enjoy the challenge involved in a range of practical activities. In a design technology lesson, for example, pupils were stimulated by the range of creative materials available as they prepared plans to produce a purse or a cover for a mobile phone.
- Work in mathematics is particularly challenging and effective in ensuring that each pupil

develops their knowledge and understanding, building effectively on the work covered previously. Pupils work at a good pace, with many opportunities to reinforce their understanding in a variety of ways. They enjoy the challenge provided and make good progress.

- Pupils are helped effectively to make up lost ground in reading and writing. Many pupils enter the school with low standards of literacy. The school places a strong emphasis on developing pupils' reading skills, including the systematic use of phonics (the sounds that letters make), to develop their confidence in recognising words and to begin to develop fluency in their reading.
- Pupils enjoy good opportunities to develop their knowledge and understanding of science. They are motivated by the practical activities provided and demonstrate a good knowledge of their developing vocabulary in the subject.
- Pupils enjoy using ICT to support their learning. Effective use is made of the one available interactive whiteboard and pupils demonstrate appropriate skills in the use of computers. However, limited access to individual computers and the inappropriate layout of the ICT room restrict the extent to which pupils develop their skills and understanding.
- Learning support assistants work effectively alongside teachers in all classrooms. Their impact on improving pupils' behaviour and progress is consistent and effective. They demonstrate appropriate skills in questioning pupils, helping them to develop their own ideas and to take a pride in completing tasks. There are sometimes missed opportunities to deploy teaching assistants to work individually with more-able pupils to ensure that their learning is extended to the levels of which they are capable.
- Relationships between pupils and staff are positive and good humoured, with an appropriate focus on completing tasks and responding at an appropriate level of challenge.
- The school has recently introduced very good systems for the regular assessment of pupils' work. Teachers have an increasing understanding of how to use National Curriculum levels to check how well pupils are progressing. This is effective in planning suitable objectives for future lessons.
- A suitable range of assessment tasks are used to provide reliable evidence of the good progress which pupils are making in their learning. The results of this assessment enable senior staff to track and review the progress of each individual pupil.

Behaviour and safety of pupils

Good

- The behaviour of pupils is good. They demonstrate significant improvements in their ability to work together and to respect the views of others.
- Pupils are placed at the school mostly because they have experienced difficulties in building positive relationships, following instructions, and managing their frustration and anger. The high expectations of staff, together with their sensitivity to the challenges facing individual pupils, enable pupils to make good progress in adjusting to the routines and values of the school.
- Pupils enjoy school and their attendance is good. They come to school willingly and do their best to respond positively to the opportunities which the school provides. Behaviour in lessons is good. Pupils get on well with their work and mostly demonstrate the ability to sustain concentration and complete tasks to a good standard.
- The staff are very skilled at diffusing potential disagreements or the frustration arising from anxiety or impatience. Learning support assistants and teachers work extremely effectively together, making good use of a range of approaches and based on a good knowledge of the personalities and behaviours of individual pupils.
- Incidents of anger and aggression do occur. However, these are managed well in a manner which preserves an effective atmosphere for learning in classrooms. The school's records demonstrate the extent to which individual pupils successfully adjust to the school's expectations and learn to control and manage their anger.

- Pupils value the reward system which acknowledges good behaviour and commitment to learning. They rapidly learn to accept the reasons provided by staff for any loss of lesson rewards, even though this represents a difficult learning curve for some.
- The school gives good attention to the spiritual, moral, social and cultural development of pupils. Pupils grow in self-confidence and experience success in a number of subjects. For many, these are new experiences which contribute positively to their self-esteem.
- Relationships and behaviour around the school and in the playground are positive. Pupils play and talk together, demonstrating the ability to take turns and to cooperate. The resurfacing of the playground and new play equipment have had a very positive effect on pupils' enjoyment and participation in paired activities and group games.
- The school provides a number of valuable opportunities, particularly through religious education and personal, social, health and citizenship education (PSHCE), for pupils to learn about lifestyles and cultures other than their own. Excellent use is made of colourful and stimulating displays in classrooms, including the celebration of pupils' work.
- The school's work to keep pupils safe and secure is excellent. The school pays particular attention to all aspects of the safety of pupils. Arrangements for the recruitment of staff and for staff training in all aspects of safeguarding are rigorous. Pupils are supervised continuously in all areas of the school. Good attention is given to all required aspects of health and safety, including fire safety.
- Pupils take an active part in a variety of fund-raising activities for charities. They are prepared well to take on increasing responsibilities and to understand the opportunities available to them in work and further study as they prepare to move on from the school.

Leadership and management

Good

- The quality of leadership and management is good, based on shared values and a commitment to provide the best for the pupils.
- The headteacher and senior leaders demonstrate high expectations for what pupils can achieve and staff respond positively in all aspects of school life. They have ensured that all pupils are provided with a suitable range of subjects and learning activities, and that full account is taken of the requirements set out in pupils' statements of special educational needs.
- The school's leaders have ensured good development in the quality of teaching, including the highly effective approaches to the assessment of pupils' progress. They provide clear leadership in the management of behaviour, including regular and effective communication with parents and carers to ensure consistency in managing individual pupils' needs.
- The company's director of education plays a valuable role in reviewing the activities, educational standards and performance of staff at the school. Working effectively with the headteacher and senior leaders, she provides an external view of the school's relative strengths and areas for development. As a result, members of the school's proprietorial body have an accurate view of how well the school is achieving its aims and what it needs to do to improve further.
- The school has appropriate procedures for reviewing its work and planning for future improvement. There is a suitable emphasis on checking the quality of teaching. However, this is not underpinned by sufficient rigour in evaluating the extent of pupils' learning and progress in individual lessons and throughout the school year, and planning for improvement to move the school's achievements to outstanding.
- The school has developed good relationships with placing local authorities and is thorough in ensuring that suitable education can be provided for each new pupil admitted to the school. Similarly, the school has developed effective working relationships with external agencies providing support with pupils' safeguarding and wellbeing.
- The school provides good opportunities for the further development of staff and records of staff training are maintained appropriately. In their responses to the inspection

questionnaire, staff expressed overwhelming support for the leadership of the school and the quality of what it provides for pupils. The small number of parents and carers spoken with were also positive in their views of the school.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate
<p>Detailed grade characteristics can be viewed in the <i>Non-association independent school inspection handbook</i> which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.</p>	

School details

Unique reference number	136040
Inspection number	442996
DfE registration number	384/6126

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	Day special school for pupils with behavioural, emotional and social difficulties
School status	Independent school
Age range of pupils	7 to 14 years
Gender of pupils	Mixed
Number of pupils on the school roll	10
Number of part time pupils	0
Proprietor	Keys Childcare
Chair	Heather Laffin
Headteacher	Jennie Littleboy
Date of previous school inspection	15 January 2014
Annual fees (day pupils)	£27,300 to £33,735
Telephone number	01924 278957
Email address	grangeschool@keyschildcare.co.uk

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