

Freyburg School (Keys Group Ltd)

The Poppies, Greenmile Lane, Babworth, DN22 8JW

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| Inspection dates | 16–18 September 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

- The high quality of the relationships between staff and students ensures that students feel safe, secure and willing to take an active part in their learning.
- Students make good progress with their learning from their various starting points, once they have settled in to the expectations and values of the school.
- Students' attendance and behaviour improve, often dramatically, and this has a positive impact on their learning and personal development.
- The headteacher, together with the proprietors' representatives, have high expectations for what students can achieve. They ensure that the quality of teaching and students' achievements are checked regularly.
- The good quality of teaching, based on a secure knowledge of students' personalities and needs, enables students to achieve well both academically and personally.
- The courses and activities provided for students are well chosen to match their interests and learning needs.

It is not yet an outstanding school because

- The quality of teaching is not outstanding because it does not always offer sufficient challenge for higher achieving students.
- The role of the recently appointed learning assistants has not yet been clearly targeted to have the maximum impact on students' achievement.
- Students are not provided with sufficient practical opportunities to experience the diversity of beliefs and cultures in the wider community.
- Self-evaluation reports do not make sufficient use of the extensive and accurate information about students' progress available in the school's database.

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

- This inspection was conducted with one day's notice.
- The inspector observed seven lessons taught by two teachers.
- Discussions were held with the headteacher, the proprietor's representatives, teaching and support staff, and students.
- Questionnaire responses were considered from four members of staff and two parents or carers.
- A number of documents were considered, including school policies and procedures, student performance data, individual student files, and samples of students' work.

Inspection team

David Young, Lead inspector

Additional Inspector

Full report

Information about this school

- Freyburg School is an independent day special school located on two sites in rural north Nottinghamshire. It is part of the Keys Group of schools and provides education for students who live in residential accommodation managed by the company.
- The school provides education for up to 12 male and female students in the age range 11 to 18 years who have behavioural, emotional and social difficulties. There are currently five students, aged 14 to 16 years, on the roll of the school, four of whom have statements of special educational needs.
- Some of the students are placed on part-time courses with alternative providers, including Chesterfield Community Care Farm, Rotherham College of Arts and Technology, and Cornerstones Angling Skills Training (CAST) Nottinghamshire.
- The school's last full Ofsted inspection was in July 2011 and a progress monitoring inspection took place in March 2012. At the time of the last progress monitoring inspection, one of the sites had recently been closed. This site has now re-opened under a new name.
- In its schools, The Keys Group aims to ensure that students are given the opportunity, motivation and support to succeed in education through a holistic approach, addressing both their academic and socio-emotional needs and development.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - the tasks and activities provided in lessons are always sufficiently challenging to enable the highest attaining students to make rapid progress
 - the language and vocabulary used by teaching staff is always easily understood by all students
 - the role of the learning support assistant is clearly planned to have the maximum impact on the progress of individual students.
- Provide students with more practical, first-hand experiences of how different faiths and cultures are practised in the wider community.
- Ensure that the school's self-evaluation reports, and the company's reports to the proprietors and directors, present a rigorous analysis of the extent and rate of students' academic progress over time.

Inspection judgements

Achievement of pupils

Good

- The achievement of students is good. They enter the school with levels of attainment which are below the average for their age as a result of complex individual circumstances. These have nearly always resulted in previous poor attendance and disruption to their educational experience.
- The high level of individual support provided by the school staff, reinforced well by staff in their residential settings, enables students to develop confidence and to benefit positively from the education provided.
- Each of the current students has a statement of special educational needs, often with an emphasis on their social and emotional development. The staff are sensitive to these individual needs and have created a learning environment, at both sites, where students feel relaxed and well supported.
- Once settled into the expectations of the school, students make at least the expected rates of progress in a range of subjects, including English and mathematics. Current students have mostly been in attendance for less than a year and in that time some have exceeded the expected rates of progress.
- Students begin to fill in the gaps in their knowledge and understanding in English, mathematics, science and information and communication technology (ICT). In a short time the majority have begun, often for the first time in recent years, to progress towards standards expected for their age.
- Those who have remained in the school for sufficient time in Key Stage 4 have achieved foundation level GCSE qualifications, together with Level 1 and 2 BTEC accreditation. Their successes including awards in English, mathematics and ICT.
- Students who attend off-site courses with alternative providers have achieved good success in vocational courses, such as land-based studies, and the certificate in skills for employment and further learning.
- As a result of this success, students are enabled to take up places in colleges of further education for their post-16 education.
- All of the current students have developed their reading skills to a level which enables them to access and benefit from accredited courses at levels 1 or 2 in the national qualifications framework. As a result, they are able to apply their skills to their studies, for example in science and vocational training.
- Students of all abilities achieve qualifications broadly in line with their ability and emotional resilience. Occasionally, the level of challenge in some learning activities is not accelerated sufficiently to ensure that higher attaining students progress at the rate of which they are capable.

Quality of teaching**Good**

- The quality of teaching is good and mostly well matched to the learning needs of the small numbers of students in each teaching group. As a result of the encouragement and sensitive management of learning by staff, students make the progress of which they are capable.
- Occasionally, learning tasks are not extended sufficiently quickly to ensure that higher attaining individual students progress at a faster rate.
- The teaching staff place a good emphasis on the development of students' skills in literacy, mathematics and ICT. These are applied well in individual research and off-site studies, for example in angling or in local history.
- Vulnerable students are enabled to overcome previous negative attitudes to learning. Their behaviour and motivation are managed well by the staff who have a good understanding of students' individual characteristics and learning styles.
- The teaching staff have high expectations of what students can achieve, and of the levels of concentration and perseverance required to complete tasks successfully. All lessons are characterised by good relationships between students, their teachers and the learning support assistant.
- All members of staff maintain excellent dialogue with the students. Students are taught individually or in pairs, and the good quality of questioning and discussion ensures that they are challenged to think and respond at a level which mostly matches their current levels of understanding. Occasionally, the vocabulary used by staff in conversation is too advanced for some students to easily understand.
- Teachers plan activities and tasks which take good account of the levels at which students are working and of their individual interests. The use of additional in-class support is still being developed and defined, and there is scope for more precise targeting to ensure that each student receives appropriate intellectual challenge at all times.
- Students' work in the core subjects is extended through the study of a range of additional activities, often combining a range of different subjects. Extended work in local history, for example, enabled students to visit places of local historical and geographical significance, and to combine their first-hand experience with aspects of design and religious education.
- The teaching resources used in the classroom include appropriate opportunities for students to develop their use of computers for presentation and research. One student has extended his study to include aspects of computer programming in response to a personal interest.
- Students' work in English, mathematics and ICT is, in part, linked into textbooks which ensure that they work progressively through tasks and activities at entry levels and levels 1 and 2, depending on their individual needs. Their work is assessed accurately and students have the opportunity to enter for external examinations at appropriate times.
- Students are provided with positive feedback on their successes and this increases their motivation to press on to higher levels of challenge. Teachers demonstrate flexibility and perseverance in encouraging students to rise to increasing levels of challenge and students sometimes surprise themselves with the results that they achieve.

- Students' reports and certificates of achievement confirm their success in the vocational courses studied off-site with alternative providers. One current student has recently achieved Level 1 and 2 BTEC certificates in land-based studies. Her contribution in the workplace has resulted in the possibility of part-time week-end employment with the provider.

Behaviour and safety of pupils

Good

- The behaviour of students is good and makes a positive contribution to their academic achievement and their wider personal development. Students are helped to develop appropriate approaches to managing their concentration in lessons and the ability to persevere and succeed when work is challenging.
- Staff in the school maintain excellent working relationships with the staff in students' residences. Students enter school each day ready to learn and teaching staff are very aware of any issues likely to have an impact on learning.
- The school's work to keep students safe and secure is exemplary. All regulatory requirements are met in procedures for the appointment of suitable staff. Staff training in safeguarding is thorough and up to date, and comprehensive policies for the management of behaviour and the prevention of bullying are implemented consistently.
- Attendance is good and demonstrates good improvement from students' previous experience. Previous school refusers now have excellent records of attendance.
- Students develop positive attitudes to school and to further education. At Key Stage 4, they recognise the importance of their attitudes and commitment to success in later life beyond school. Reports from external providers demonstrate the interest and commitment shown by participating students.
- There is a positive ethos, based on trusting relationships, at both school sites. Students mostly take a pride in their work and enjoy success.
- There are good opportunities for personal reflection and the development of spirituality; this has a positive impact on the complexity of students' personal lives and experiences.
- There is very little bullying recorded in the school's incident records and students have no concerns about their safety. The close working relationship with staff provides an environment in which students learn to respect one another and develop appropriate relationships. There have been no exclusions since the last inspection.
- Students' work in a variety of humanities subjects helps them to develop understanding of, and respect for, the diversity of beliefs and cultures in Britain. Festivals such as Eid and Chinese New Year are celebrated. However, students have limited opportunities for first-hand experience of diversity in the wider community.

Leadership and management**Good**

- The quality of leadership and management is good and ensures that suitable provision is made to promote students' academic learning and personal development.
- The ethos of the school is founded on high quality relationships between adults and students. Students are able to develop trust in the staff and to feel secure in the level of care provided.
- The headteacher works well with the company's senior staff to ensure that policies and procedures related to students' learning and welfare are implemented effectively. The company's operational manager has a good awareness of the school's strengths and areas of improvement.
- The headteacher maintains an accurate self-evaluation of the strengths of the school and areas for improvement are identified in a suitable school improvement plan.
- Arrangements for monitoring the work of the school are good and result in effective reports to the proprietors on all aspects of students' development and well-being. Information about the rate and extent of students' continuous academic progress does not have a sufficiently high profile in these reports. Summative data about accreditations achieved is reported effectively.
- High expectations of what disadvantaged students can achieve are evident in all aspects of the school's work and senior leaders ensure that students are well prepared for life beyond school. They have ensured that there is appropriate breadth in the subjects and activities provided for students.
- The staff work effectively with a range of external agencies to ensure that the requirements of students' individual education and behaviour plans are kept under review, and that individual students' targets are appropriate.
- The headteacher maintains good working relationships with alternative providers who contribute effectively to the academic and personal development of students. Arrangements for monitoring the progress of students, both on site and with alternative providers, are good.
- There has been good improvement in the working relationship with the students' residences since the time of the last inspection and provision and outcomes at both sites are now good.
- Excellent attention is given to all aspects of the safeguarding of students and this has a high priority in the oversight by the company.

What inspection judgements mean

| School | |
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| 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

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| Unique reference number | 134649 |
| Inspection number | 447295 |
| DfE registration number | 891/6022 |

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.

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| Type of school | Day special school for students with behavioural, emotional and social difficulties |
| School status | Independent school |
| Age range of pupils | 11–18 years |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 5 |
| Number of part time pupils | 0 |
| Proprietor | Keys Group Ltd. |
| Chair | Heather Laffin |
| Headteacher | David Carr |
| Date of previous school inspection | 16 March 2012 |
| Annual fees (day pupils) | £12,376 to £25,350 |
| Telephone number | 01777 709061 |
| Email address | Dave.carr@keyschildcare.co.uk |

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