

# Woodland Grange School

Loxwood Road, Cranleigh, Surrey GU6 8HP

<b>Inspection dates</b>	1–3 December 2015
<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Sixth form provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders have not ensured that the independent school standards are met. There are many areas of weakness.
- Safeguarding is not effective. Robust systems, records, checks and training are not in place.
- Pupils do not all feel safe at school. Not enough is done to promote pupils' welfare, understanding of safety or personal development.
- Leaders do not have high expectations of pupils or help teachers to improve their teaching. Staff are not held to account for pupils' learning. As a result, pupils' rates of progress are poor.
- Leaders' evaluations of the school's effectiveness are inaccurate and do not pay attention to pupils' progress.
- The board of directors has not acted quickly enough to identify inadequacies. Directors do not provide sufficient challenge to leaders.
- Teaching is not effective because it does not match pupils' needs. Staff lack expertise.
- Leaders have not implemented advice provided by other professionals to give pupils the right help. Pupils' special educational needs are not well supported.
- The range of subjects taught (curriculum) is not broad and balanced or appropriately adapted to meet pupils' special educational needs.
- Pupils are not well prepared for life in modern Britain. Opportunities for spiritual, moral, social and cultural development are limited.
- There are no clear sanctions for poor behaviour. Expectations of pupils' behaviour are too low and staff do not challenge or support pupils to secure improvements in their behaviour. Discrimination is not addressed.
- Sixth form provision is weak. Programmes of study do not meet learners' needs. Careers guidance is insufficient. Learners do not achieve well and are ill prepared for their future.
- Attendance rates are low. Too many pupils are absent too often. Leaders do not challenge this.

### The school has the following strengths

- Pupils show enthusiasm for learning when it captures their interest and provides challenge.
- Directors have recently recognised some weaknesses and have made changes, including updating policies.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Improve the leadership, management and governance of the school by ensuring that:
  - all staff receive appropriate safeguarding training, understand and follow safeguarding procedures and that checks on the suitability of the board of directors are completed
  - pupils all feel safe at school and there is no bullying
  - there are high expectations for pupils' behaviour, personal development, welfare and progress
  - leaders take advice provided by other professionals and provide effective support for pupils' special educational needs
  - leaders hold staff to account for their performance
  - leaders' self-evaluation is accurate and informs school improvement planning
  - effective systems to track pupils' progress are used to evaluate school performance
  - pupils receive a broad and balanced curriculum appropriately adapted to their personal needs
  - equal opportunities and British values are actively promoted at all times and pupils' spiritual, moral, social and cultural understanding is effectively developed
  - secondary pupils and learners in the sixth form receive helpful and impartial careers advice
  - directors hold leaders to account for providing a high quality of education and meeting the independent school standards.
- Improve teaching, learning and assessment in order to boost progress in learning, including in the sixth form, by ensuring that:
  - staff receive training to develop their skills and expertise, particularly in relation to supporting pupils' special educational needs
  - effective checks are made on how much progress pupils make over time, and these are used to plan tasks that build on what they already know
  - staff understand the progression of key skills in the development of reading, writing and mathematics so they can plan their teaching accordingly.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
  - all pupils are equipped with the attitudes that are necessary for success
  - there are clear sanctions which are understood by everyone and applied consistently by staff
  - pupils' attendance increases so that it matches or exceeds that of others nationally
  - pupils with very challenging behaviour receive effective support
  - pupils are taught how to stay safe.
- Improve the sixth form by ensuring that sixth form provision matches learners' needs and enables them to move on to sustained education, employment, training or apprenticeships.

The school must meet the following independent school standards:

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively (paragraph 2(1), 2(1)(a)).
- The proprietor must ensure that the curriculum policy and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan (paragraph 2(1), 2(1)(b), 2(1)(b)(i)).
- The proprietor must ensure that they do not undermine 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 2(1)(b)(ii)).
- The proprietor must provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(1), 2(2), 2(2)(a)).
- The proprietor must ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(1), 2(2), 2(2)(b)).
- The proprietor must provide personal, social, health and economic education which reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(1), 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii)).
- For pupils receiving secondary education, the proprietor must provide access to accurate, up-to-date

careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential (paragraph 2(1), 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)).

- Where the school has pupils above compulsory school age, the proprietor must provide a programme of activities which is appropriate to their needs (paragraph 2(1), 2(2), 2(2)(g)).
- The proprietor must ensure that all pupils have the opportunity to learn and make progress (paragraph 2(1), 2(2), 2(2)(h)).
- The proprietor ensure effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(1), 2(2), 2(2)(i)).
- The proprietor must ensure that the teaching at the school:
  - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
  - fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
  - involves well-planned lessons and effective teaching methods, activities and management of class time
  - shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
  - demonstrates good knowledge and understanding of the subject matter being taught
  - utilises effectively classroom resources of a good quality, quantity and range
  - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
  - utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h)).
- The proprietor must ensure that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).
- In order to meet the standard about the spiritual, moral, social and cultural development of pupils at the school, the proprietor must actively promote 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, 5(a)).
- To meet the standard about the spiritual, moral, social and cultural development of pupils at the school, the proprietor must also ensure that principles are actively promoted which:
  - enable pupils to develop their self-knowledge, self-esteem and self-confidence
  - enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
  - 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
  - enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
  - further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
  - encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
  - encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- (paragraph 5, 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii)).
- In addition, in order to meet the standard about the spiritual, moral, social and cultural development of pupils at the school, the proprietor must:
  - preclude the promotion of partisan political views in the teaching of any subject in the school
  - take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, while they are in attendance at the school, while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views
- (paragraph 5, 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7, 7(a)).
- The proprietor must promote good behaviour amongst pupils by ensuring that a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour; the policy is implemented effectively; and a record is kept of the sanctions imposed upon

pupils for serious misbehaviour (paragraph 9, 9(a), 9(b), 9(c)).

- The proprietor must ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementing of an effective anti-bullying strategy (paragraph 10).
- The proprietor must ensure that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy (paragraph 13).
- The proprietor must ensure that pupils are properly supervised through the appropriate deployment of school staff (paragraph 14).
- The following checks must be made in respect of each individual who is a member of a body of persons corporate or unincorporated named as the proprietor of the school:
  - that they are not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
  - that they do not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii)).
- The Chair of the school must make the following checks in relation to each member of the proprietary body:
  - where relevant to the individual, an enhanced criminal record check
  - checks confirming identity and right to work in the United Kingdom; and
  - where, by reason of living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State
  - and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and, where the Secretary of State makes a request for an enhanced criminal record check relating to a countersignature by the Secretary of State to be made, such a check is made (paragraph 20(6), 20(6)(b), 20(6)(c)).
- In relation to each member of a body of persons named as the proprietor appointed on or after 1 May 2007, the register of checks must show whether the appropriate checks were made, the date they were made and the date on which the resulting certificate was obtained (paragraph 21(1) and 21(6)).
- The proprietor must ensure that a revised complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which:
  - sets out clear timescales for the management of a complaint
  - allows for a complaint to be made and considered initially on an informal basis
  - where the parent is not satisfied with the response to the complaint, establishes a formal procedure for the complaint to be made in writing
  - where the parent is not satisfied with the response to the complaint, makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint
  - ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school
  - allows for a parent to attend and be accompanied at a panel hearing if they wish
  - provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is provided to the complainant and, where relevant, the person complained about; and available for inspection on the school premises by the proprietor and the head teacher
  - provides for a written record to be kept of all complaints that are made and whether they are resolved following a formal procedure, or proceed to a panel hearing (paragraph 33, 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school:
  - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
  - fulfil their responsibilities effectively so that the independent school standards are met consistently; and

- actively promote the well-being of pupils  
(paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- Leaders and directors have not ensured that they provide pupils with an effective and safe education. The majority of the independent school standards are not met. There are serious shortcomings in the provision of education, welfare and safeguarding.
- Not enough is done to ensure pupils' safety. Leaders have not established robust systems and record keeping. For example, leaders do not keep a register that shows when pupils are off-site. The record of checks made on the suitability of staff does not include all of the board of directors. However, the directors have very recently introduced a new safeguarding policy based on up-to-date guidance that sets out how the school will work with other professionals to keep pupils safe.
- Safeguarding is not embedded in the work of the school. Pupils are not always properly supervised. Leaders have only recently provided clear procedures for staff to follow if they are concerned about a pupil. Although this is a step in the right direction, leaders have not fully established this system or provided enough direction and training to staff so that pupils are kept safe at school.
- Leaders do not set high enough expectations for pupils' achievement, personal development and behaviour. The school's culture is not focused on learning. Rules and routines are not in place to help pupils manage and improve their behaviour. Consequently, pupils are not making enough progress in learning or in their personal development.
- Staff do not have the skills that they need to effectively support pupils. Leaders do not check the quality of teaching, learning and assessment and use this to develop staff expertise. Leaders do not hold staff to account for pupils' progress. As a result, the quality of teaching is inadequate.
- Pupils do not receive support that is appropriate for their disabilities and special educational needs. Leaders do not plan effective provision for each pupil that takes into account the detailed advice provided by other professionals. Documents are poorly completed and statutory guidance relating to pupils with disabilities and special educational needs is not rigorously followed.
- The system in place to track pupils' progress is not fit for purpose. Moreover, assessment information is inaccurate. Therefore, leaders do not have an accurate understanding of the school's effectiveness.
- The curriculum is sporadic and unplanned. The directors have recently set out some plans for learning across a range of subjects. However, staff do not follow the curriculum when setting out lessons and do not adhere to timetables. As a result, pupils do not receive a broad and balanced experience.
- Pupils are not prepared well for life in modern Britain. The school does not actively promote values such as democracy and the rule of law. There is no evidence that pupils learn about other religions and cultures. There are very few opportunities for pupils to develop their spiritual, moral, social and cultural understanding.
- Pupils have opportunities to participate in a range of off-site activities. These include trampolining, swimming and golf. Some pupils enjoy visits to the library and other local places of interest. One pupil was inspired to write a spooky story after a visit to a local ruin. Her enthusiasm prompted another pupil to write even though he had not been on the visit. Nonetheless, these trips are not systematically planned to support the curriculum and not all pupils have a chance to participate in them.
- Leaders do not effectively promote equal opportunities. For example, some pupils use the term 'gay' as an insult. Staff do not challenge such remarks. Consequently, pupils do not learn about the importance of mutual tolerance and respect.
- Parents have mixed views about the school. A number of parents expressed concerns about the way that the school communicates with them.
- **The governance of the school:**
  - The board of directors has very recently recognised that essential systems, procedures and policies are not in place. They have taken action in the last few weeks to put some procedures in place, particularly in relation to safeguarding. Nevertheless, this action is not enough to address the numerous deficiencies that exist.
  - Directors do not challenge the headteacher effectively. They have taken too much information that they receive about the school at face value. Therefore, directors have not noticed quickly enough that there are weaknesses in the provision.
- The arrangements for safeguarding are not effective.

## Quality of teaching, learning and assessment is inadequate

- Teaching is inadequate because it does not enable pupils to make sufficient progress from a range of different starting points.
- Staff plan activities without considering what pupils need to learn next. Furthermore, staff do not plan lessons to match what is set out on curriculum documents or timetables. The aims of lessons are not clear. Lessons are not well organised and do not enable pupils to develop their skills, knowledge and understanding effectively.
- Staff lack expertise. They do not check pupils' understanding and use this to plan teaching that matches pupils' needs. For example, pupils' books show they often complete the same activities, rather than tackle tasks appropriately linked to their different levels of ability.
- Expectations of what pupils can achieve are too low. Staff accept too readily pupils' reluctance to work. Sometimes staff do not plan enough work and this allows pupils to become distracted. In the afternoons there are few purposeful tasks. Too often, pupils complete very little work as staff do not demand enough of them or use time well.
- Teachers' assessment is not accurate or useful. When a teacher completes some checks on learning these are typically incomplete as there are no records for some pupils.
- Teaching is not tailored to pupils' special educational needs. The school has written some individual education plans for pupils. Nevertheless, these plans do not take into account the detailed advice provided by other professionals or set appropriate targets for progress.
- Teaching does not enable pupils to develop essential reading, writing and mathematics skills, and there is no systematic planning for learning in these core subjects. For example, pupils who cannot read well enough have too few opportunities to develop the skills in phonics (letters and the sounds they make). Also, staff do not routinely provide pupils with opportunities to practise reading to an adult.
- Staff regularly acknowledge pupils' work. Mostly, adults write comments such as 'well done'. However, pupils do not receive feedback that helps them to improve their work.
- Staff form positive relationships with pupils and encourage them to complete tasks. Some staff are trying to increase pupils' self-confidence. After a teaching assistant persuaded one pupil to write some sentences on the computer, he was proud of his work, saying, 'Did I write that?'

## Personal development, behaviour and welfare are inadequate

- Personal development and welfare
- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils lack confidence in themselves and their abilities, so they often avoid work. Leaders have not ensured that pupils develop positive attitudes to learning or themselves. Therefore, pupils remain reluctant learners.
- Staff do not always challenge discriminatory, derogatory or offensive language shown by pupils. Pupils do not all show consideration for each other. Some make unpleasant comments about their classmates. Consequently, pupils are not safe from bullying.
- While some pupils say that they feel safe at school, this is not the case for all pupils. Some have made it clear to leaders that they do not feel comfortable at school. However, leaders have not taken sufficient action and do not ensure pupils' safety or promote their welfare.
- Pupils do not demonstrate a good enough understanding of safety, and some do not behave safely. Some pupils know that they should be careful near the road. However, others try to run into the car park or throw items.
- Sometimes pupils show enthusiasm for learning and commitment to a task. Two pupils were highly motivated to make reindeers in woodwork. Both shared proudly their knowledge of different tools as well as the bird tables they were making as part of an ongoing project. Pupils engage well in these structured and challenging activities.
- Behaviour
- The behaviour of pupils is inadequate.
- Pupils' behaviour around the school is poor. They do not all show respect for each other, property or adults. Staff do not effectively address this poor behaviour.
- Pupils' behaviour is not improving over time. Records show a high number of incidents of poor behaviour. There are no clear sanctions in place to address difficult behaviour.
- Rates of exclusion are high. Leaders do not always use or record exclusions correctly. There are no clear strategies to support pupils' with challenging behaviour.

- Pupils do not attend well. A high proportion of pupils are frequently absent. The school has only recently started to record absence in detail. Leaders do not challenge or support those who are often absent. Leaders have authorised some absence that is not for a good reason.

### **Outcomes for pupils are inadequate**

- Pupils underachieve significantly in all subjects. Learners in the sixth form are also underachieving. This is because expectations of them are too low.
- There are ineffective systems in place to measure pupils' progress. Teachers' assessment is not accurate and some assessment information is incomplete. As a result, leaders cannot demonstrate how well pupils are doing in any aspect of their learning.
- Records relating to pupils' special educational needs do not show well enough the progress that pupils make in the areas identified in their education, health and care plans. Plans do not always set out the small steps of progress that pupils are expected to make, or address their needs properly. Staff do not evaluate the impact of these plans, and there is little improvement in pupils' personal development or behaviour.
- There is no evidence that pupils make progress in English and mathematics. Pupils' books show that work is often repetitive, too easy or incomplete. This is because teaching is not matched to their needs, lessons do not develop learning over time and not enough is expected of pupils.
- Similarly, pupils make no measureable progress in other subjects. They do not have regular lessons in subjects such as science, history or art. Activities are not planned to develop pupils' skills, knowledge and understanding across a broad range of subjects.
- The school does not track the progress of learners in the sixth form. The school does not keep information on the progress that learners make at school or when they attend college. Not all learners achieve well at college. Learners' achievement is no better than that of others in the school.
- The majority of pupils do not have the necessary reading, writing and mathematical skills to succeed in the next stage of their education. Opportunities to secure these basic skills are limited and ineffective.

### **Sixth form provision is inadequate**

- Leadership of the sixth form is weak. Leaders do not collect or use information about learners' progress to check the impact of provision. As a result, leaders do not know how effective the sixth form is and there is no commitment to improvement.
- Leaders' ambition for learners is too low. Little consideration is given to learners' needs, next steps and future aspirations. For example, part-time courses at alternative providers are not selected with sufficient focus on preparing learners for the workplace. Some are chosen according to learners' current interests and do not always lead to a relevant qualification.
- Learners do not receive effective careers guidance. There is no clear system to help them make choices about their future or find out about the options available to them. Consequently, learners are not well prepared for employment.
- The curriculum that learners experience at school does not match their needs or support their learning at college. Programmes of study are poorly planned. There is insufficient focus on developing learners' English and mathematics skills. Qualifications do not fit into a clear programme of study and learners do not make sufficient progress in the sixth form.
- Lessons do not enable learners to make progress. Teaching does not meet learners' needs effectively, provide enough challenge or use time well enough.
- Learners do not behave well at school or college. Leaders have not ensured that learners are able to manage their behaviour well enough to participate successfully. Some learners' achievement at college is affected by poor attendance and behaviour.
- Staff can identify some small steps of progress for some learners. However, progress is generally negligible and learners are poorly prepared for the future.



## School details

<b>Unique reference number</b>	135999
<b>Inspection number</b>	10007075
<b>DfE registration number</b>	936/6277

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

<b>Type of school</b>	Day special school for pupils with social, emotional and behavioural needs
<b>School status</b>	Independent school
<b>Age range of pupils</b>	7–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	14
<b>Of which, number on roll in sixth form</b>	4
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Sussex Educare Limited
<b>Chair</b>	Colin Jenkinson
<b>Headteacher</b>	Colin Jenkinson
<b>Annual fees (day pupils)</b>	£45,000-£86,000
<b>Telephone number</b>	01403 752350
<b>Website</b>	
<b>Email address</b>	<a href="mailto:info@woodlandgrangeschool.com">info@woodlandgrangeschool.com</a>
<b>Date of previous inspection</b>	20–21 November 2013

## Information about this school

- Woodland Grange is a day school providing education for up to 18 pupils aged between seven and 19 years with special educational needs relating to behavioural, emotional and social difficulties.
- There are currently 14 pupils on roll, aged between eight and 17 years who all have education, health and care plans or a statement of special educational needs. All joined the school with challenging behaviour. Some have complex needs.
- Very few pupils are disadvantaged and qualify for additional funding (for pupils who are known to be eligible for free school meals and children who are looked after). It is not possible to report on the outcomes of disadvantaged pupils without identifying those concerned.
- The headteacher has been in post since November 2013, just before the last inspection that judged the school to require improvement.
- The school aims to 'create a caring community where a young person achieves their potential academically, socially and emotionally'.
- Three learners in the sixth form attend alternative provision at local colleges on a part-time basis.

## Information about this inspection

- This inspection was carried out with one day's notice. The Department for Education commissioned Ofsted to carry out this inspection earlier than planned in the inspection cycle because of a complaint made about the school that raised concerns about safeguarding. The complaint was considered as part of the inspection.
- The inspector observed teaching and learning in six lessons, two of which were jointly observed with the headteacher.
- Meetings were held with the headteacher, a group of teachers, three pupils and four governors.
- There were no responses to Ofsted's parent questionnaire, Parent View. The inspector spoke to two parents and took into account three emails from parents.
- The inspector checked compliance with the independent school regulations. A range of documents were looked at, including statutory policies, records relating to safeguarding, curriculum plans, pupils' progress information and records of behaviour and attendance. The inspector toured the school in order to check the premises.
- The inspector met with staff and considered eight responses to the staff questionnaire.

## Inspection team

Caroline Dulon, lead inspector

Her Majesty's Inspector

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