

Grateley House School

Pond Lane, Grateley, Andover, Hampshire SP11 8TA

Inspection dates

28–30 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Sixth form provision	Good
Overall experiences and progress of children and young people in the residential provision	Good
Quality of care and support in the residential provision	Good
How well children and young people are protected in the residential provision	Good
Impact and effectiveness of leaders and managers in the residential provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- The Cambian Group and school leaders have not ensured that all the national minimum standards for residential schools are met. As a result, not all of the independent school standards are met.
- The independent visitors' checks and the headteacher's annual review of welfare provision do not meet requirements. Pupils' views are not recorded when major sanctions are given for poor behaviour. Pupils, parents and staff express concerns about the effects of high staff turnover.
- The school's prospectus and ethos statement do not refer to the residential provision. Pupils say the information provided to them, about contacts for help outside the school, is not always clear.
- Leaders' checks on teaching are not in depth. This limits the feedback individual teachers receive on their work, to support continuing improvement.
- Teachers' feedback to pupils about their work is not of the consistently high standard which school policy requires.

The school has the following strengths

- The strong ethos of care and attention to pupils' needs is exemplified by leaders and shared by all staff. As a result, pupils are kept safe and feel safe. Parents are confident that this is the case.
- The headteacher provides determined leadership, supported well by the able, senior team.
- Pupils' personal development is promoted well. Pupils behave well and have good attendance.
- Good teaching is evident throughout the school. Pupils therefore make good progress and achieve well at every stage. This includes the most able.
- The excellent curriculum is skilfully adapted to meet pupils' individual needs. Extensive off-site courses and programmes enrich pupils' opportunities. Pupils are prepared well for life in modern Britain.
- The sixth-form provision is good.

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 national minimum standards for residential special schools and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - the visits of the 'independent person' meet requirements, including by visiting the residential provision when pupils are in residence, for example at evenings and weekends
 - the headteacher's annual report on welfare provision meets requirements
 - pupils views are always encouraged and recorded when sanctions are given for poor behaviour
 - any issues linked to the high turnover in staff, particularly for pupils' welfare and staff morale, are addressed successfully
 - the school's prospectus and ethos statement refer to the intended benefits of the residential provision
 - information for pupils, about contacts outside the school for personal problems or concerns at the school, is presented in a manner that is easy to follow
 - leaders' checks on teaching provide pertinent, individual feedback to all teachers about strengths in teaching and how further improvement can be made.

- Improve teaching to ensure that:
 - teachers' feedback to pupils about their work consistently supports pupils effectively, to take the appropriate next steps in their learning

- The school must meet the following independent school standards:
 - Ensure that the proprietor secures arrangements to safeguard and promote the welfare of boarders while they are accommodated at the school which have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges (8, 8(a), 8(b)).
 - Ensure that persons with responsibility for leadership and management demonstrate good skills and knowledge appropriate to their role; fulfil their responsibilities effectively and actively promote the well-being of pupils so that the independent school standards are met consistently (34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

- The school must meet the following national minimum standards for residential special schools:
 - Ensure that those responsible for leadership carry out checks on the school's records of attendance, complaints, sanctions, use of reasonable force, risk assessments, and where they exist, individual care plans for children; the evaluation of the effectiveness of the care provided to children and whether they are safeguarded; the assessment of the physical condition of the building, furniture and equipment of the school; and ensure opportunities are provided for any child or member of staff who wishes to meet the visitor (in private if they wish) (NMS 20.2).
 - The headteacher (or school equivalent), governing body, trustees, partnership, or organisation responsible for the school carries out, and records in writing, once each year: a review of the operation and resourcing of the school's welfare provision for boarding pupils, in relation to: its Statement of Purpose; its staffing policy; the placement plans for individual children; and an internal assessment of its compliance with these standards. Where appropriate such a report may be incorporated within a review of the whole school (NMS 20.4).
 - Ensure that there is continuity of staff such that children's relationships are not overly disrupted and that no more than half the staff on duty at any one time by day or night are external agency staff or temporary staff who do not know the children very well (NMS 15.7)
 - Ensure that a written record is kept of major sanctions and the use of any reasonable force. The records should include the information in Appendix 2 (use of reasonable force). Ensure that the record is made within 24 hours and is legible. Ensure that children are encouraged to have their views recorded in the records. Ensure that the school regularly reviews any instances of the use of reasonable force and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice (NMS 12.6).

Inspection judgements

Effectiveness of leadership and management	requires improvement
Impact and effectiveness of leaders and managers in the residential provision	requires improvement
How well children and young people are protected in the residential provision	is good

- Particular aspects of the national minimum standards for residential special schools are not met, so that not all of the independent school standards are met. This is why leadership and management require improvement.
- The headteacher, who joined the school in February, has led considerable improvements in the school's management systems and policies. The headteacher is ably assisted by the deputy headteachers, who themselves supported staff and pupils well during the recent period of changes in senior leadership. Together, these leaders successfully promote a clear vision of excellence in education and care which all staff support. All staff responding to Ofsted's staff survey are proud to work at the school. All staff ensure that pupils are treated with equal care and respect.
- There has been considerable staff turnover in the recent period. Leaders and Cambian Group officers are aware of the concerns, including about further changes due to take place this summer. Leaders avoid employing staff through agencies, rather than directly, except on very rare occasions when unavoidable. There are no agency staff working at the school currently. Furthermore, leaders take care to ensure that staff are not only qualified for their appointed role, but also suitable to work in accordance with the school's ethos. Nevertheless, pupils, staff and parents expressed concerns to inspectors, particularly about the effects of high staff turnover on pupils' welfare and adults' workloads.
- The headteacher undertakes an annual assessment of the school's compliance with the national minimum standards, but does not conduct a review of the operation and resourcing of welfare provision. This limits opportunities to reflect on the service provided and make improvements to the care pupils receive.
- Senior leaders' evaluation of the school's strengths and areas for further improvement in education is accurate. The school's improvement plans reflect a clear vision to continue improving the school's facilities, particularly for teaching physical education on site and for the increasing range of specialist subjects including drama.
- Senior leaders check teaching regularly. They accurately identify strengths in teaching and those aspects which can improve further. However, the cycle of reviews does not provide regular in-depth feedback to all teachers individually, to support continuing improvement in each teacher's work and leaders' detailed evaluation of teaching.
- The curriculum is suitably broad and balanced. Key stage 3 pupils access all the areas of the national curriculum, regularly taught by specialist teachers. At key stage 4 and in the sixth form, a wide range of suitable academic and vocational qualifications is available to pupils. This includes study and practical work in local colleges and, for example, at local land-based learning providers. Leaders ensure that pupils, including the most able, follow individual programmes of study well suited to their needs, attributes and interests.
- All teachers operate as subject leaders, contributing well to the development of the curriculum and pupils' opportunities during the school day. Teachers make supportive links with colleagues in other special and mainstream schools, to support their own continuing professional development and to source fresh ideas for teaching their subject. The information communication technology teacher has recently developed an electronic system to support leaders' analysis of pupils' achievement. Importantly, this is being aligned to the revised national curriculum. Teachers appreciate senior leaders' ready responses to requests for training and resources, and feel well equipped for their work.
- Pupils' spiritual, moral, social and cultural development is a strength, linked to a highly effective programme of personal, social, health and economic education. A clear programme of study ensures that pupils systematically consider important issues affecting their development and personal future. This includes a sensitive approach to sex and relationships education and to the consequences of drug and alcohol use for individuals and society. Pupils learn about British history, including themes such as women's rights and immigration. Clear school rules and the patient attention of staff ensure that pupils learn well about right and wrong, and are supported to consider the consequences of their own and other people's actions.

- From joining the school, pupils are encouraged to think about their future in the world of work. Classroom displays encourage consideration of subject-related careers, for example in food technology or through modern foreign languages. Leaders commission Hampshire local authority to provide professional careers advice and guidance. Pupils are supported well to attend national careers fairs.
- Pupils learn well about life in modern Britain. Leaders ensure that the fundamental British values of democracy, the rule of law, tolerance and mutual respect are taught effectively. In religious education for example, pupils encounter the major faiths represented in the wider United Kingdom. Assemblies and special events mark festivals such as Christmas and Chinese New Year. Groups of pupils regularly visit venues in London, for example the Science and Natural History museums. Activities, for instance visits to Westminster and the recent focus on the European Union referendum, help pupils to understand democracy and our national institutions well. Pupils attend local authority facilities which help young people understand how the emergency services work and how to access these should the need arise. Recently, pupils organised their own celebration of the Queen's ninetieth birthday.
- Leaders have rightly identified that teachers do not consistently apply the school's policy about feedback to pupils on their work. Leaders have identified examples of good practice. These are being promoted to all staff, to support consistently effective feedback to all pupils about their work, in all subjects.
- Leaders ensure that pupils' views influence decisions about school policy, in particular through the school council and through pupils' links with their key workers. Recent examples are the introduction of first-aid training for pupils and leaders' development of a brochure for pupils, summarising the school's behaviour policies. Leaders support pupils to exercise leadership themselves, for example by organising whole-school and house events, or serving on the school council, as an anti-bullying representative or as head boy or girl. The headteacher considers pupils' individual requests seriously and responds appropriately.
- Senior leaders ensure that the wide-ranging expertise of staff is coordinated well, to provide a cohesive approach to the education and care of each pupil. Therapists, education and care staff systematically review each pupil's needs every term, in joint meetings. The deputy headteachers follow up decisions made in these meetings, to ensure that they are implemented and to check that the desired improvement has been achieved for the pupil concerned. Furthermore, prompt attention is given to any emerging concerns or emergencies. As a result, pupils are cared for well and receive therapy, teaching and support which are well matched to their needs.
- Leaders ensure that teachers are well informed about pupils' special educational needs and/or disabilities. The headteacher ensures that he is available to all staff to speak to, for example by starting his working day early enough to speak to night staff before they go off duty. The night team manager reports that the opportunity to raise matters directly with the headteacher has contributed to the increased level of morale in night staff. Efficient handovers ensure that all staff know about relevant events during the school day or in the residential provision. This supports staff well to consider pupils' needs when planning lessons and classroom activities, and when working daily or overnight with pupils.
- **The governance of the school:**
 - The Cambian Group's governance responsibilities are discharged through local and regional directors. Recent changes in arrangements meant a local director was not available to meet with inspectors or provide a report. The chief executive and regional director expressed their commitment and clear ambition to inspectors for the school to recover its previous outstanding status under the new senior leadership.
 - Directors require regular reports from the headteacher about all aspects of the school, including safeguarding, pupils' welfare and progress, staffing, health and safety and the security of the site. These are reliably reviewed and acted upon at monthly intervals. However, directors have not ensured that the headteacher's annual report on the operation and resourcing of welfare provision meets requirements.
 - Directors have not ensured that pupils' views are encouraged and recorded when major sanctions for unacceptable behaviour are imposed. They have not responded effectively to concerns about high staff turnover.
 - Directors recently identified shortcomings in reports from the 'independent person' who visits the school to support pupils' welfare. As a result, suitable changes have been made to the arrangements. Directors were not aware, however, that the independent person did not visit the residential provision when children and young people were present, for example in the evenings or at weekends. The independent person has therefore been unable to evaluate satisfactorily the effectiveness of the care provided and whether pupils are safeguarded. Inspectors found that as leaders have enacted other measures, such as unannounced visits by senior managers, this does not constitute a safeguarding concern. However, an important source of information about what life is like for residential pupils is lacking.

- Cambian Group regards the residential provision of the school as an important element in the way the school meets its aims and objectives. While this understanding is clear in the daily running of the school, it is not reflected in the prospectus and the ethos and mission statement. The school's policies on behaviour management and complaints were improved during the inspection to make it clearer how they apply in the particular circumstances of residential provision, particularly with regard to searches of pupils and their property.
- The Cambian Group commission external education advice from a suitably qualified consultant. The consultant's spring term report validated the new headteacher's evaluation of teaching and pupils' outcomes and set a purposeful direction for the next advisory visit.
- The arrangements for safeguarding are effective. Staff know pupils well. They work together as a highly effective team to ensure that pupils are kept safe at the school, in the residential provision and when learning off site. Safeguarding policies are up to date and staff are well trained in these essentials. Prompt induction training and regular refresher sessions support staff to keep abreast of any changes in requirements and recommendations for good practice. Administrative staff carefully monitor staff training to ensure that this is maintained efficiently. All staff, including premises, domestic and administrative staff, are alert to the particular vulnerability of pupils due to their special educational needs and/or disabilities, including the risk of radicalisation.
- Staff work well with external agencies such as social care when this is required. Case files are well maintained and in good order. Placement plans and individual risk assessments are thorough and regularly updated. They give a good basis for the work being undertaken. Local authority documentation for children who are looked after, children in need or subject to child protection plans is lacking in many instances. However, leaders do chase local authorities to produce this. Education, health and care plans or annual reviews of special educational needs and/or disabilities provide the information essential for school staff to plan and carry out their work effectively.
- Risk assessments are conducted whenever necessary, for example for practical activities or educational visits, and consider the needs of individual pupils well. Pupils have to achieve the school's 'off-site award' before they can embark on any training or study outside the school, when they are closely supervised and well supported.
- Staff are fully aware of procedures should pupils go missing from the school. The records made demonstrate concern for the welfare of any young person involved, and the effective way in which communication with managers, and through them with parents and the police, helps to coordinate efforts to find and keep pupils safe.
- The required checks on staff are carried out and recorded in a timely way. The majority of pupils told inspectors they trust staff to keep them safe and help with any problems. Parents and staff responding to Parent View and Ofsted's staff survey were universally confident that pupils are kept safe at the school.

Quality of teaching, learning and assessment is good

- Teachers know pupils well and have a good understanding of their special educational needs and/or disabilities. Furthermore, teachers reliably assess pupils' progress. This ensures that teachers plan series of lessons and activities which match pupils' individual needs and interests well, promoting their good progress.
- Teachers and therapists work very effectively together, informing one another's work with pupils well. Careful joint planning and review, for each pupil, ensures that complex education, therapeutic and care provision is coordinated efficiently. Teaching assistants successfully support pupils to engage in lessons and persist when tasks are challenging. Teaching assistants are usually guided well by teachers, to offer precise support.
- Without exception, teachers demonstrate high expectations for pupils' progress. Teachers demonstrate good subject knowledge and an enthusiasm for their subjects. This often inspires pupils to engage and achieve well, for example in drama, where professional acting techniques are taught to help pupils engage with confidence. A thoughtful approach to themes such as 'child soldiers' recently inspired pupils to produce meaningful ceramic art of a high quality. In food technology, an inspector saw pupils still engaged at the end of a complex activity making ice cream. In personal and social education, pupils are regularly challenged well, to think about serious topics such as discrimination and equality.
- Teachers promote the development of pupils' English and mathematical skills well throughout their learning. Staff consistently model clear communication and make ready reference to the vocabulary which

is specific to their subject. Throughout the school, classroom displays support pupils' spelling and grammar development well. Opportunities for pupils to calculate, estimate and measure are regularly created in other subjects, for example in practical science and when considering perspective in art.

- Teachers regularly offer voluntary homework tasks and challenges for pupils. Tutors make themselves readily available to support pupils on request after school. Teachers provide after-school 'clubs', for example in mathematics and science, where pupils can revise in a supported way before examinations. Controlled internet access and suitable study spaces in the residential houses enable pupils who wish to pursue their learning and interests in the evenings. Leaders have identified the further development of homework as a priority for the next school year.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All the staff care well for pupils. Pupils learn well from this consistent and patient example to show respect for others' differences and character traits. Nevertheless, pupils told inspectors that they find the high turnover in staff upsetting.
- Anti-bullying representatives in each house play an important role. They promote the school's anti-bullying policies while acting as a channel for communication between pupils and staff. A recent example was when the anti-bullying representatives were tasked to remind pupils about the school's rules for the use of mobile phones. Pupils are taught well about the characteristics of bullying and the importance of letting staff know promptly should concerns arise. Pupils told inspectors that they trust school staff to take effective action. All the parents responding to Parent View, and the overwhelming majority of staff, were confident in leaders' management of bullying.
- A large majority of residential pupils said they found staff approachable, caring and willing to listen to them. A small minority felt that issues they raised were not addressed and that talking about them further 'won't make any difference'. The major problem, as pupils saw it, was the inconsistent application of rules. The majority of instances discussed related to staff using different strategies to help pupils conform to the rules, depending on their individual needs. This is not always understood by the pupils.
- The personal development programme and attentive staff care for and support pupils well to consider the possible consequences of the choices they make and their actions, for example in their relationships and with regard to fitness and health.
- Pupils' fitness is promoted well, including through the provision of healthy meals and drinks. The updating of the dining room, to reflect the quality of a commercial restaurant, encourages pupils' good manners and social behaviour during meal times. Inspectors saw pupils making good use of the field and tennis courts during leisure times, for example playing tennis, fencing or using go-karts. The physical education programme is comprehensive, despite the limited indoor sports facilities at the school. Routine use of local leisure facilities enables pupils to access a wide range of sports and fitness opportunities, including swimming, squash, badminton and trampolining. Day pupils have opportunities to join those who are residential in a range of after-school activities.
- Risk assessments are carried out dutifully when required for educational activities on and off the school site. The needs of individual pupils are considered thoughtfully, influencing the arrangements made. When pupils study at a college or vocational provider, detailed planning and the presence of a member of Grateley staff at the alternative setting supports pupils' welfare well.
- The school ensures that there is plenty of information available for pupils about how they can make contact with independent people and outside agencies, if they want to discuss an issue personal to them or raise a concern about the school. Various options to raise a complaint are available within the school. Nevertheless, while not a breach of standards, a small minority of pupils responding to the school's own questionnaire said they had no one to speak to outside of the school. Others told inspectors that they found the information available confusing or even contradictory.

Behaviour

- The behaviour of pupils is good.
- Excellent relationships between staff and pupils support pupils well to behave appropriately in lessons and around the school. The anxiety and agitation which pupils can experience due to their special educational needs are understood well by staff, who pre-empt difficulties whenever possible, and deal well with outbursts.

- Pupils entering the school have an increasing range of special educational needs and/or disabilities and mental health difficulties which affect their behaviour. Nevertheless, the frequency of exclusion and physical interventions by staff is low, because staff manage pupils' behaviour skilfully. Members of staff are adept at seeing the signs that pupils are becoming unsettled and take effective steps to avoid situations escalating. However, while not a breach of requirements, leaders do not ensure that pupils' views are recorded consistently well following the infrequent incidents of physical intervention by staff.
- Some pupils told inspectors they feel staff do not always apply the school's behaviour codes consistently. Inspectors found that staff make every attempt to do so, while responding appropriately to individual pupils' needs or taking swift action to defuse a crisis. Pupils are debriefed after incidents of upset or poor behaviour, but individual pupils' views are not routinely sought and recorded when major behaviour sanctions are imposed.
- Pupils' attendance is good. Helpfully, leaders have recently introduced a system to check and analyse pupils' attendance in lessons, although staff find the new reporting system too time-consuming.

Outcomes for pupils

are good

- Pupils make good progress from typically low starting points when they join the school. In addition, a high proportion of pupils join the school part way through their secondary education, often after an extended period of not attending school, and with feelings of anxiety.
- There are currently no key stage 2 pupils at the school. Pupils' work books in key stage 3 show some good progress, including in making up for lost learning in English and mathematics. The poor presentation and brevity of some pupils' written work often reflects pupils' low morale and confidence at this stage. However, teachers' assessments and pupils' later outcomes confirm that good foundations are laid in key stage 3 for pupils' future success.
- Pupils in key stage 4 study a wide range of academic and vocational programmes, enabling each individual to achieve success, including the most able. The school works well with partner providers in local colleges and vocational settings to continually extend the scope of key stage 4 options available to pupils.
- In 2015, 14 out of the 15 Year 11 pupils were entered for at least one GCSE qualification, achieving a 100% pass rate. A number of pupils achieved more than eight GCSE passes, with almost half achieving five GCSE passes at grades A to C. Some pupils achieved A* grades in mathematics, science or English literature. All pupils achieved a qualification in English or mathematics. Five pupils achieved passes in vocational subjects such as fabrication and welding, and land-based studies. Pupils also completed courses in animal management, fisheries, equine studies or motor vehicle engineering.
- In 2016, the range and number of GCSE subjects entered by pupils has increased further. This year 13 pupils have been entered for subjects, including English and mathematics, science, art, technology, geography, history and physical education. This includes higher level courses, for example in information communication technology, particularly suited to pupils with higher ability. The range of vocational subjects entered by pupils in 2016 is similar to the previous year, but at an enhanced level in some cases, for example in land-based studies. The school's information indicates that 66% of pupils are on track to achieve at least five GCSE passes this year, with all pupils on track to achieve qualifications in mathematics and English.
- Work experience, and placements in local colleges and vocational providers, develop pupils' social and personal skills well. This assists their learning and prepares them well for further education and the world of work. During the inspection, Year 11 pupils were on work experience in a wide range of settings including retail, education, equine centres, information communication businesses, manufacturing and recycling. Managers in some of these settings told inspectors how well Grateley House pupils develop during these placements and how well Grateley House staff support the pupils.

Sixth form provision

is good

- In the sixth form, the wide range of courses offered in key stage 4 is sustained and extended to include A-level qualifications. In 2015, AS and A-level qualifications achieved by students included mathematics, art, creative writing, English language and literature, communication and culture, sociology, physics and chemistry. In this way, the needs of the most able students are met well.
- In 2015, 100% of sixth-form leavers departed from Grateley with an English and mathematics

qualification. Other qualifications achieved included bricklaying, sports studies and uniform services. Partnerships with colleges and vocational providers continue for sixth-form students.

- Staff support students well to sustain their sixth-form studies. Timetable arrangements allow students to study both at college and at the school, so that contact and care are maintained. Therapists and teachers continue to work closely together. Teaching is carefully matched to students' individual needs. A keen focus on literacy and communication development supports students well to manage correspondence and forms, and to make effective use of telephone and electronic communication.
- Students' welfare is promoted effectively in the sixth form. Staff support students well to consolidate the habits of good behaviour and attendance fostered in key stage 4. Tutors and house staff maintain close contact with students attending other provision, who continue to play a full part in the life of the school. Opportunities to make a contribution to the school community are frequent. Currently, some sixth-form students are undertaking work experience as teaching assistants in key stage 3. Students told the inspector they value this opportunity. Sixth-form students' health and fitness opportunities at the local leisure centre are extended to include gym membership.
- Staff guide and support sixth-form students well, to ensure that the right destination is achieved on leaving the school. Almost without exception, at least one student leaves the sixth form annually for a place at university. In 2016, two Grateley students have offers of university places. Other students return home and seek work locally. A significant proportion of students leave the sixth form for residential specialist provision or for supported living in the community. Leaders are rightly proud of the school's success in supporting a very small proportion of students to achieve independent living, with appropriate employment or an apprenticeship.

Overall experiences and progress of children and young people in the residential provision **good**

- There are ample activities for pupils to participate in, including weekly 'off-site nights' where the residents of each house join in an activity in the community and a 'cook night' when they prepare a meal for themselves.
- Pupils' individual interests are supported well, for example with transport provided for them to get to sports clubs and assistance with driving lessons.
- Although there are disagreements between pupils, incidents of bullying are low. The majority of pupils say these are dealt with well by staff.
- Meals served in the dining room are varied and nutritious. Staff there know the preferences of individual pupils and cater for them well. Most pupils enjoy the food but a small minority told inspectors they thought meals are served too early. Pupils are able to prepare food for themselves later if they wish.
- Pupils feel upset by the rate of staff turnover. Pupils say that they just get used to someone and then they leave. One pupil commented that, 'You get used to it.'
- Staff apply sanctions fairly. One pupil commented, 'Sometimes people get grumpy about it but staff think about how to resolve it rather than punish you.'
- Sixth-form students are supported well, to prepare for adulthood and moving on from the school. One student commented, 'Staff are beginning to talk about it now and take it seriously.'
- Pupils make good progress, including in socialising with peers, self-care and independent living skills.
- The work of the therapy team is well integrated into the school's work with pupils. The records seen on files suggest that pupils make good progress against standard psychiatric assessments.
- Some pupils experience a remarkable turnaround in their engagement in learning as a result of being at the school. One parent remarked that her child had been 'enthusiastically re-enacting' a play studied at the school, and, 'actually enjoying learning about science and maths which I never thought I would see'. Another parent remarked on the success staff achieve in supporting pupils to do other things than play on their computers, opening pupils up to wider experiences. 'It will be a sad day when they leave,' one said.
- Pupils appreciate the help of the transition manager, whose knowledge they value. As a result, pupils understand the options available to them and are more confident about making choices for their futures.
- Staff encourage pupils to make a contribution to the life of the school. The school council is an effective body which has made several suggestions that have been taken up, including improving the meeting room, requesting new equipment and organising events. Council members are supported well to be realistic about what can be achieved. One told the inspector, 'We can't do everything we want and there is a limited budget.'

Quality of care and support in the residential provision

is good

- Staff are provided with an induction programme that prepares them well for the work they undertake.
- There are sufficient staff in each house to cater for the needs of pupils. At times, staffing can be stretched if someone is absent from work at short notice or an incident diverts staff from their usual roles, for instance when a pupil goes missing. This is managed well, by managers redeploying staff from other houses.
- Parents report favourably on the process of admission to the school. Having been apprehensive at the start, many parents express confidence in the ability of staff to care for their children. One parent said, 'I'm surprisingly happy about the placement; staff have gone out of their way to reassure me. It is good to see my child included in activities they would not normally do.'
- Accommodation meets the needs of pupils well. The environment is safe from potential hazards.
- Placement plans, behaviour management plans and individual risk assessments accurately reflect pupils' needs and relevant provision.
- Pupils' contact with family members is encouraged and readily facilitated by staff.
- Pupils' wishes and feelings are taken into account well. These are usually recorded well, and suitably acted on, where appropriate. This is particularly evident in key worker session records
- Transitions for young people from the school have been successful, with moves carefully planned and individual pupils prepared well for the changes. Helpfully, staff often continue to contact young people and give appropriate advice to workers in new placements.

School details

Unique reference number	116588
Social care unique reference number	SC012450
Inspection number	10012946
DfE registration number	850/6058

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.

The inspection of residential provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

Type of school	Special
School status	Independent residential special school
Age range of pupils	9–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	61
Of which, number on roll in sixth form	27
Number of part time pupils	1
Number of boarders on roll	50
Proprietor	Cambian Group
Chair	The proprietor
Headteacher	Greg Sorrell
Annual fees (day pupils)	£69,500
Annual fees (boarders)	£139,000
Telephone number	01264 889751
Website	www.cambiangroup.com/ourservices/service/home.aspx?id=41&s=15
Email address	groteley.admin@cambiangroup.com
Date of previous inspection	12–14 June 2013

Information about this school

- Grateley House School, situated in the rural Hampshire village of Grateley, is an independent residential special school for pupils with Asperger syndrome/high-functioning autism, complex needs and challenging behaviour.
- The school opened in 1986 and is owned and managed by Cambian Group, a national company who provide specialist services in education, health and care.
- Residential pupils are accommodated at the school in seven houses, including two sixth-form houses. Nine sixth-form students are accommodated at Stratford Lodge in Salisbury, which is inspected by the Quality Care Commission.

- All pupils have a statement of special educational needs or an education, health and care plan. None is learning to speak English as an additional language.
- The school arranges for pupils in key stage 4 and the sixth form to follow courses at Sparsholt and Andover Colleges and Wiltshire College (Salisbury). Pupils also attend education and vocational training at Riverbourne Farm.
- The school describes its purpose as to 'prepare students for the demands of adult life through staff expertise and specialist approaches'.
- The last full inspection of education and residential provision took place in June 2013, when the school's overall effectiveness was judged to be outstanding. The most recent social care inspection, in November 2015, judged the quality of the residential provision to be good.
- The headteacher joined the school in February 2016.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Her Majesty's Inspector visited lessons throughout key stages 3 and 4 with the headteacher. Pupils' work was scrutinised during lessons and through sampling. No sixth-form teaching was observed, as most pupils were on work experience placements away from the school. The inspector looked at sixth-form pupils' work in their books and on display, and analysed information from examination results and teachers' assessments.
- Social care regulatory inspectors visited the residential accommodation during and after the school day to observe the provision and speak with pupils and staff.
- Meetings were held with senior leaders, teachers, therapists, care and premises staff. Telephone conversations were held with a representative of Andover College and with managers at GUL Riding Stables and Therapy Centre and Riverbourne Farm. Meetings were held with representatives of the Cambian Group, including the chief executive of education and the regional director.
- Parents' views were considered through the nine responses to Ofsted's online survey Parent View. Inspectors met with some parents and talked with others on the telephone.
- Pupils' views were considered in three meetings and through pupils' conversations with inspectors around the school. Pupils' views provided to Ofsted by email were also considered.
- The views of staff were analysed through the 46 responses to Ofsted's online staff survey.
- A range of documents was examined, including leaders' evaluation of the school's effectiveness and the school's improvement planning, school policies, records of leaders' checks on teaching, and information about the curriculum and pupils' achievement. Inspectors also analysed documents relating to the care and welfare of pupils, including risk assessments and care plans, and records relating to medical care, behaviour incidents, physical interventions, pupils' attendance and exclusions. Inspectors scrutinised the school's central record of checks made on staff and considered leaders' responses to parents' complaints.

Inspection team

Siân Thornton, lead inspector	Her Majesty's Inspector
Christopher Peel	Social Care Regulatory Inspector
Melissa McMillan	Social Care Regulatory Inspector

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