

Inaura School

5 October 2016

Moorview House, Burrowbridge, Somerset TA7 0RB

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(g), 2(2)(h), 2(2)(i)

- At the previous inspection, school leaders' planning and implementation of the curriculum were found to be ineffective. The quality of planning and delivery of subjects across the school was very inconsistent. As a consequence, the curriculum did not meet the needs of pupils successfully, promote good progress or prepare pupils well enough for the next stage of their education, training or employment.
- The school has made considerable progress in improving the quality of the curriculum and its implementation since the previous standard inspection. The curriculum policy has been completely rewritten and provides a much clearer framework around which leaders and teachers can plan effectively to meet pupils' needs. As a consequence pupils are making better progress and leaders have a better understanding of the nature and extent of that progress. This system is being used across all the school's four bases, although there is still some variation in the thoroughness of its use.
- Each pupil has a bespoke scheme of work that is based on precise and measurable targets for short-, medium- and long-term progress in all subjects and in their personal development. This, too, marks a notable improvement on the practice seen at the last standard inspection and is having a positive impact on pupils' progress. For pupils preparing for public examinations, schemes of work are supplemented by the specifications provided by the examination boards.
- School leaders have adopted a new curriculum for the delivery and assessment of personal, social, health and economic education. All pupils at the school arrive having experienced social, emotional or mental health difficulties and this new curriculum allows teachers to assess the state of pupils' emotional development and to set meaningful targets for its future growth. As a result, pupils are in a better position to learn and to make progress.
- The school links pupils' personal learning plans to what it refers to as the 'vision of success' for each pupil. This is explicitly expressed in terms of future career plans and means that curriculum planning is now providing a better basis for the preparation of pupils for the next stage of their education, employment or training.
- The standard in paragraph 2 is now met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)

- During the last standard inspection teaching was found to be inadequate, and as a result pupils made too little progress, especially in English and mathematics. Teachers did not challenge or inspire pupils to learn well. The school's assessment

systems did not provide teachers with precise information based on a clear understanding of pupils' aptitudes and abilities to enable them to plan effective lessons.

- As a consequence of the improvements in curriculum planning and target setting for pupils, teaching has also improved. The framework within which the school assesses pupils' progress against their targets now provides teachers with clear information about what pupils know, understand and can do. As a consequence they are able to plan more effectively to promote pupils' progress. In addition, greater precision in teachers' understanding of pupils' abilities means they are better placed to challenge and inspire pupils to achieve more. Taken together, these improvements in teaching mean that pupils are making better progress than in the past.
- Nonetheless, school leaders are aware that there is still work to be done to increase the level of consistency with which the new processes relating to teaching, learning and assessment are used across all subjects, age groups and school sites.
- Improved target setting is also beginning to develop pupils' self-motivation as they are clearer about the progress that they are making. This is also helped by pupils' close involvement in developing their own 'vision for success'.
- Scrutiny of pupils' work in their books and folders shows that many are making better progress than they did in the past, including in English and mathematics. The clarity of the targets they are aiming for is helping pupils to focus on improving their learning and the work they produce.
- The standard in paragraph 3 is now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1), 32(1)(c)

- The school's safeguarding policy follows the latest guidance from the Secretary of State to be found in 'Keeping children safe in education', September 2016. It is made available to parents via the school's website.

Part 5. Premises of and accommodation at schools

Paragraph 24(1), 24(1)(a), 24(1)(b)

- At the time of the last standard inspection the proprietor had not ensured that each of the school's sites had an appropriate medical room for the examination, treatment or short-term care of pupils. The proprietor has taken action to address this shortcoming and the school's sites all now have suitable accommodation to meet the medical needs of pupils.
- The standard in paragraph 24 is now met.

Paragraph 27, 27(b)

- During the last inspection some sites were found to have broken external lighting. The proprietor has now ensured that all sites have appropriate and functioning external lighting.
- The standard in paragraph 27 is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- The standard relating to the quality of leadership and management was unmet at the last standard inspection as the proprietor and school leaders had not ensured that all the independent school standards are met consistently.
- As a consequence of the actions taken by the school's proprietor and leaders, there are no longer any unmet independent school standards.
- The standard in paragraph 34 is now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards:

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively (Paragraph 2(1), 2(1)(a)).
- 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;
 - 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 (Paragraph 3, 3(a)-(e), 3(g)).
- Ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
 - accommodation for the medical examination and treatment of pupils;
 - accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility (Paragraph 24(1), 24(1)(a), 24(1)(b)).
- Ensure that external lighting is provided in order to ensure that people can safely enter and leave the school premises (Paragraph 27, 27(b)).
- 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)).

School details

Unique reference number	135735
DfE registration number	933/6000
Inspection number	10022242

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.

Type of school	Independent school
School status	Independent special school
Age range of pupils	8–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	26
Of which, number on roll in sixth form	5
Number of part-time pupils	0
Proprietor	Inaura Ltd
Chair	Matthew Gibson
Headteacher	Dr Adam Abdelnoor
Annual fees (day pupils)	£53,696
Telephone number	01823 690 211
Website	www.inaura.net
Email address	zizi@inaura.net
Date of previous standard inspection	26–28 January 2016

Information about this school

- Inaura School is an independent special school for pupils who have emotional, social and mental health difficulties.
- All pupils have statements of special educational needs or an education, health and care plan. Pupils are placed at the school by local authorities. A significant number are also looked after by the local authority.
- The school is owned and run by Inaura Ltd, which is a registered educational charity. The charity's chief executive officer is also the headteacher of the school.
- The school's main offices are at Burrowbridge, although teaching also goes on at

premises in Lower Godney, East Huntspill, Ashcott and other locations in the area.

- Some pupils from the school attend off-site provision at Weston College, Wells Leisure Centre, and Chiltern Trinity Gym. Some also go climbing in Bristol, horse riding in North Somerset or attend a ceramics workshop in Burnham-on-Sea.
- The school's last standard inspection took place on 26–28 January 2016.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This inspection was the first progress monitoring inspection undertaken since the last standard inspection and was carried out with no notice.
- After the last inspection, which found the school's overall effectiveness to be inadequate, the school was required to produce an action plan explaining how it would meet the independent school standards that were unmet at this inspection. This action plan did not meet requirements.
- Prior to the inspection, the lead inspector scrutinised a range of documentation, including that provided by the registration authority for independent schools, the previous inspection report and the subsequent action plan drawn up by the school. In addition, documentation available on the school's website was also examined.
- During the inspection the lead inspector met regularly with members of the school's senior leadership team, with whom he also conducted joint lesson observations. He also held discussions with pupils, other members of staff and the school's improvement partner. In addition, he scrutinised a range of pupils' work in their exercise books and folders.

Inspection team

Stephen Lee, lead inspector

Her Majesty's Inspector

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