

# Ripplevale School

Chapel Lane, Ripple, Deal, Kent CT14 8JG

## Inspection dates

31 January–2 February 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Sixth form provision	<b>Good</b>
Overall experiences and progress of children and young people in the residential provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have inspired a united team that has high aspirations for pupils in the school. Striving for pupils to sustain successful outcomes forms the bedrock of everything the school does and believes in.
- Pupils achieve well. From their starting points, most pupils make good progress in reading, writing and mathematics. As a result, they are able to achieve accreditation in an increasing range of subjects.
- Students aged 16 and over benefit from a range of courses that are highly personalised to meet their needs. They receive effective and extensive support to ensure that their pathways are successful.
- Teachers plan interesting activities that motivate pupils. They have high expectations of pupils who, in return, trust staff implicitly to make good decisions on their behalf.
- Pupils flourish in an environment that is entirely focused on their academic and emotional needs. Pupils are compassionate and empathetic and, along with staff, model British values extremely well.
- Strong spiritual, moral, social and cultural development runs through the school's curriculum. Pupils are very well prepared for the next stage of their education.
- Leaders have ensured that pupils in the residential provision receive outstanding care in a safe environment that fosters trust, personal growth and academic achievement.
- Leaders know the strengths and weaknesses of the school in detail. However, they do not use the information they have to home in precisely on what needs to improve further.
- Middle leaders have clear strategic plans in place to develop their areas of responsibility. Until recently, they have not had enough opportunity to make a positive impact on the quality of teaching and pupils' progress.
- While pupils achieve well overall, there is some variability in their progress between subjects and between cohorts. Teachers do not consistently use information to ensure that all pupils' needs are met.

### **Compliance with regulatory requirements and national minimum standards for residential special schools**

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.
- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for residential special schools and associated requirements.

## Full report

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

- Improve the effectiveness of leaders and managers by:
  - enabling middle leaders to monitor, evaluate and impact on raising the quality of teaching and, thereby, improving the progress that pupils make
  - ensuring that school improvement priorities are effectively communicated to all staff so that they take ownership of, and contribute effectively to, the future development of the school and residential provision
  - making certain that leaders use the wealth of information available to them to home in on the most important areas for school improvement.
- Improve the quality of teaching, learning and assessment towards outstanding by:
  - using assessment information to plan learning activities that consistently meet the needs of pupils.

## Inspection judgements

<b>Effectiveness of leadership and management</b>	<b>Good</b>
<b>Impact and effectiveness of leaders and managers in the residential provision</b>	<b>Good</b>
<b>How well children and young people are protected in the residential provision</b>	<b>Outstanding</b>

- School leaders have created a culture where the holistic development of the young person is at the centre. This is exemplified by the school's positive atmosphere and approach to supporting pupils and staff. In this way, the school has enabled pupils to access education when previously they were not able to do so.
- Adults set the tone for the school. They persevere, are resilient and lead by example in their attitudes and behaviour. They are excellent role models for the pupils in their care.
- Leaders and governors have an accurate view of the strengths and weaknesses of the school. They are reflective about what the school needs to do further to ensure that pupils have the best possible experience of education. Due to this tireless focus on improvement, leaders have effected significant change since the last inspection. However, some areas for improvement are not communicated well to all staff so that they can contribute fully to the school's onward journey.
- Leadership arrangements for the residential provision are explicitly clear. Staff know what to report and to whom. The team leader manages and coordinates day-to-day operational tasks, such as routines and activities, in consultation with pupils. Such practice firmly demonstrates the school's philosophy of empowering pupils to take responsibility and to make their own decisions.
- Weekly and monthly checks and audits of the residential provision include the quality of the premises and the care provided. These reports are scrutinised by a named director and are further explored at monthly leadership meetings. As a result, senior leaders are able to satisfy themselves about the quality of the provision.
- Senior school leaders monitor the quality of teaching, learning and assessment regularly. They collect information about how well pupils are doing in their learning and examine work in pupils' books. School leaders have also introduced a new system for tracking pupils' progress and measuring how well their attitudes to learning are helping them to engage in lessons. However, leaders do not use this information highly effectively to raise the standard of teaching and improve pupils' progress so that they are consistently strong across a wide range of subjects.
- Middle leaders are enthusiastic and have formulated exciting plans to further improve their areas of responsibility. Senior leaders ensure that middle leaders receive professional development that improves their leadership skills and expertise. Until now, their impact has been hampered by the lack of opportunities given to them to monitor and check the quality of teaching and to evaluate pupils' progress. They have, therefore, not been fully influential in increasing the rates of progress that pupils make.
- Pupil premium funding is used to provide bespoke interventions for each eligible pupil at the school and includes access to additional tuition and outside agencies. Local authority

officers hold school leaders to account for how funding is used in order to ensure that it makes a difference.

- Regular discussions with school leaders have enabled staff to feel supported and valued. Their well-being is important to both leaders and directors. Teachers feel that leaders provide access to well-considered training and manage their performance in a way that helps and challenges them.
- The range of subjects taught is broad for all pupils. Regular trips, visits and extra-curricular activities help pupils to make connections in their learning with the world outside of school.
- Pupils' well-being is enhanced because their spiritual, moral, social and cultural (SMSC) experiences are carefully planned by school leaders. Leaders have thought deeply about how this area of the school's work can be rooted firmly at the heart of the school's curriculum. A thorough analysis has been completed to discover how SMSC experiences help to strengthen pupils' resolve and prepare them for life.
- School leaders ensure that behaviour strategies and policies are consistently applied so that boundaries are clear. As a result, pupils are able to effectively manage their own behaviour and take responsibility for their actions. They maintain friendships in social situations they once believed were beyond their capability. While speaking to an inspector, one older pupil reflected, 'Two years ago, I could not have talked to you like I am now.' A parent reinforced this by writing that the school 'uses an effective reward system to promote engagement in work tasks and gives pupils many opportunities to self-regulate their anxiety and related behaviours'.
- Leaders realise the value of working in partnership and collaboration with other providers, such as Christchurch University and Meadows School, to make sure that the school is outward-looking and to enable staff to share good practice with colleagues from other schools. Leaders and staff are keen to develop even more links to help them validate their own judgements about the school's effectiveness and to make sure that teachers' views about how well pupils are achieving are correct.

## **Governance**

- The school's proprietors, who are also the directors, undertake the role of supporting and challenging leaders to improve upon the effectiveness of the educational and residential provision. Presently, the school and residential provision do not have a governing body. The directors are in the process of identifying potential governing body members in advance of establishing school governance. They view this as a positive step in their drive for further improvement.
- The directors contribute significantly to the capacity of the school and residential provision to improve. They share leaders' ambition and aspiration for pupils. They care deeply for the pupils and are driven to prepare them well for life beyond school.
- The directors share the leaders' clarity of purpose about the direction in which the school and residential provision are heading. They often take the lead, but are open to initiatives and strategies for improvement suggested by staff.
- The directors understand the strengths and weaknesses of the school. However, some of their monitoring work lacks the required scope and depth to thoroughly interrogate the

systems in place.

- Proprietors have secured financial sustainability for the school and residential provision. They regularly use funding to reinvest in the school so that the provision they offer expands. For example, during the last academic year, a new building for key stage 2 pupils and post-16 students opened in the school grounds. This has improved the school's ability to provide continuous education and, therefore, to have a greater impact on pupils' lives.

## Safeguarding

- The arrangements for safeguarding are effective. A culture of watchfulness permeates the school.
- Pupils in need of protection are monitored closely to ensure that they are safe from harm. Staff work closely with other professionals to provide pupils with the best possible care during times of distress.
- Leaders are acutely aware of the signs of abuse and their responsibility to report suspected abuse to the relevant external agencies. Staff share this understanding and, therefore, pupils at risk are supported well.
- Two recommendations were made from the last inspection that leaders have responded to well. Consequently, the quality of individual risk assessments has improved. Appraisal and supervision arrangements for staff are now more detailed. However, the additional training undertaken by some of the staff is not being used as effectively as it could be.
- Although the safeguarding practice of staff is strong, there are occasions where the records and audit trails have gaps which have not been identified or sufficiently used to evaluate the overall process. Similar examples are noted with regard to complaints and within the school's own records of pupils' behaviour. Day-to-day safeguarding practice is thorough but the oversight and identification of potential patterns and trends are less robust.
- The potential negative effect of significant changes within the senior leadership team, combined with the growth of the school, is fully recognised by the directors. Succession planning is considered well, with a keen eye on the safeguarding arrangements of the pupils at its core. The new headteacher recognises the potential gaps that could arise as a result of these major changes in staffing, and is working systematically to address them.

## Quality of teaching, learning and assessment

**Good**

- Staff have high expectations of pupils. They believe that pupils can make progress in all areas of learning, despite previous barriers, and use their time at the school as the basis on which to build higher levels of attainment in the future.
- Leaders have introduced weekly opportunities for staff to meet together and discuss the effectiveness of their teaching and to share strategies that have been successful. They discuss vital information about how well pupils are performing and what needs to be done to help them learn more.

- Strong subject knowledge ensures that teachers plan lessons that make learning fun. They provide exciting, well-resourced activities that engage and motivate pupils to learn. In a history lesson, pupils planned what to put into a time capsule, after learning about pyramids in Egypt and being captivated by the intriguing time capsule that the teacher had brought to class to share with them.
- Additional staff help pupils to learn successfully in a variety of ways. They often provide pupils with the emotional support that they need to be able to access learning and focus on their work. Additional adults help pupils to deepen their understanding and encourage pupils to ask questions about their learning.
- Highly effective questioning by all adults enables them to check what pupils know and understand. Adults give pupils sufficient time to think about their responses and draw on what they know from a range of subjects. During this inspection, pupils used learning from science to answer thoughtfully and knowledgeably about renewable and non-renewable resources when discussing social issues in a religious education lesson.
- In the best examples, class teachers provide pupils with continual verbal feedback about how well they are doing during the lesson. This has an immediate impact on the ability of each pupil to make progress within a short space of time.
- In some subjects, such as art, teachers have developed bespoke ways of assessing pupils' academic progress in combination with their language and communication development. This enables teachers to plan activities that help pupils to develop important social skills while they are learning.
- Wonderful relationships between staff and pupils, and between pupils themselves, foster an atmosphere in lessons where pupils are comfortable to 'have a go' and celebrate the contributions made by their classmates. In a key stage 2 lesson, small groups of pupils acted out their own versions of 'We're going on a bear hunt', reciting the words while playing musical instruments to add drama to their role play. Their classmates observed with respect and wonder, and then enthusiastically applauded their achievements.
- Pupils have very positive attitudes towards learning. They want to do well. Transition between lessons is prompt and pupils speedily set about their work at the beginning of lessons. They quickly follow instructions given by teachers so that no learning time is lost.
- Parents overwhelmingly believe that their children are taught well in the school and make good progress as a result. Most feel that they receive valuable information about how well their children are achieving, for example through regular reports and parents' evenings.
- Teachers know the special educational needs of the pupils well and tasks are generally accurately targeted to meet pupils' varying personal needs. They assess pupils' knowledge, skills and understanding in all subject areas and use this information to plan lessons that will help pupils to further develop these skills. Despite this, not all teachers are using fully what they know about pupils' abilities to plan activities that are precisely matched to pupils' academic needs. This means that the work provided for the most able pupils is sometimes too easy and the least able pupils are confused and do not make as much progress as they could.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils talk with honesty and clarity about the difference being at the school has made to their lives. They recognise that they are growing in maturity and that their behaviour is improving because they are taught to be more responsible and considerate towards others.
- Pupils are reflective about their own personal journeys and have a growing sense of self-worth. They aspire to be employed when they leave school and are excited by the prospect of working in jobs that interest them. This is because staff have taken account of their interests and provide them with the pathways that they will need to achieve their goals.
- Pupils have many ways to express how they are feeling and to influence what happens in their school. Pupils nominate school councillors, and older pupils discuss their ideas for the school each Friday morning. Pupils assert that their ideas are frequently acted upon.
- Strong relationships between staff and pupils facilitate respect. Pupils say that they trust staff to help them and to make good decisions for them. This enables them to access learning and enjoy school.
- Pupils are taught to keep themselves safe in a practical and meaningful way. They told the inspector about how they are taught to keep themselves safe online, how to protect themselves from cyber bullying, how to cross the road safely and how to maintain healthy sexual relationships. Pupils reflected on the ways that they can protect themselves from harm in lessons, such as by wearing goggles in science and tying back hair in cooking lessons.
- In personal, social and health education lessons, pupils debate issues of morality and belief in a profound way and learn to express views that are balanced. They show respect because teachers challenge stereotypical views presented within society. Values of equality are strongly reinforced by the school. Pupils and staff reflect these values.
- The school endeavours to prepare pupils for life outside of school so that they cope well when they leave. Leaders go to great lengths to secure the best onward journey for pupils by making bespoke arrangements for each of them.
- The majority of parents are very positive about the care the school provides, with one parent stating, 'To date, I have no concerns at all and feel very lucky that my son attends the school.'

**Behaviour**

- The behaviour of pupils is outstanding. The school has effective behaviour strategies in place to provide pupils with clear boundaries for their behaviour so that they are able to understand what is expected of them.
- Personal targets for each pupil are used well to remind them of the necessary skills required to be ready to learn and to transfer to life outside of school. Persistent reinforcement of these targets by staff ensures that pupils make strides in managing their



own behaviour and are able to make progress in their learning as a result.

- On the few occasions when pupils find it difficult to manage their emotions, they are ably supported by highly trained and dedicated staff who quickly re-engage them in lessons. Due to this tireless and diligent approach by staff, pupils' behaviour rapidly improves over a short period of time. They respond increasingly well to the activities provided for them.
- Incidents of reported bullying are extremely rare. Pupils are adamant that bullying does not occur at their school because it is simply 'not tolerated'. They feel confident in expressing themselves because of the secure relationships they have fostered with one another.
- There is a strong emphasis on tolerance, respect and responsible citizenship throughout the school. This has meant that pupils have healthier feelings about themselves, are more resilient and can persevere. Consequently, they are well equipped to deal with any challenges they might face in the future.
- Pupils told inspectors how grateful and honoured they felt to attend the school. They enjoy being there very much. Because of this, pupils' attendance is excellent. Very few pupils take too many days off school. When they do, it is largely due to illness or unavoidable absence. Leaders work hard to promote good attendance by ensuring that school is a safe and enjoyable place for pupils to be and to learn.

## Outcomes for pupils

**Good**

- Pupils join the school at various ages after considerable disruption to their education. As a result, pupils often enter the school with typically low levels of achievement in reading, writing and mathematics, affecting their attainment in a range of subjects.
- There is a very clear focus on helping pupils to be ready to learn when they arrive at the school. All staff help pupils to engage with learning and to dispel the negative feelings that some pupils hold towards school and the belief that education adds no purpose and value to their lives.
- Pupils make rapid gains in their reading skills because they have daily opportunities to read from a range of suitable and challenging texts. The most able pupils express their delight in analysing the deeper meaning behind the author's words. The school is working hard to instil an enjoyment of reading and to help pupils understand that it is the foundation on which to build other skills, such as writing.
- Work in pupils' books evidences the gains pupils make in their writing from their variable starting points. Pupils make progress in their ability to use grammar accurately and to spell confidently. Teachers check that pupils understand the meaning of unfamiliar words so that they are able to use a variety of imaginative vocabulary in their writing.
- Most teachers use assessment information well to identify pupils who are falling behind. Individual pupils who initially make slow progress are then quickly provided with additional support. Consequently, from the time they enter the school to the time that they leave, most pupils make at least expected progress and some make more. However, leaders do not analyse assessment information precisely enough in all subjects across the school. As a result, leaders have not made sure that pupils' progress and the quality of teaching and learning are consistently high across all subjects. As a result, pupils'

progress is not as rapid as it could be.

- The proportion of disadvantaged pupils making good or better progress compares favourably to the progress of all pupils in the school. This is because the progress of this group is tracked carefully and interventions put in place to help them make up for lost learning over time. As with other pupils, the progress that they make is inconsistent between subjects.
- Nonetheless, as a result of the impact the school has on pupils' readiness to learn, demonstrated by their positive attitudes and positive self-esteem, pupils typically reach a good level of attainment from their variable starting points by the time they leave the school. Pupils achieve well in a wide and expanding range of accreditations such as GCSE examinations and a broad range of vocational and applied courses. The proportion of pupils leaving the school with up to 11 accredited outcomes is increasing, as is the proportion who achieves six GCSE grades A to G.
- Pupils are prepared well for the next stage of education and continue to build on accreditations offered by the school. Most pupils go to further education college placements when they leave the school. Most persevere to attain positive outcomes. The most able pupils go on to study level 3 qualifications, and some continue to degree level at university.

### Sixth form provision

**Good**

- Good leadership is shaping improved provision for students who are 16 years or older. This is because the sixth-form leader has a clear vision that forms a platform on which to build better outcomes and experiences for students. For example, the sixth-form leader has determined that students could make greater strides in their learning if the school provided more work-related courses on-site and through a range of providers.
- School leaders ensure that English and mathematics skills continue to improve on students' prior attainment in key stage 4 by taking a higher qualification or by accessing more suitable qualifications that better suit students' learning needs.
- Students benefit from a wide range of subjects that are taught well. The majority of students build on what they have achieved at the end of key stage 4. Students make particularly strong progress in English and mathematics because of teachers' superb subject knowledge and ability to impart this knowledge in an accessible way.
- Students are exceptionally well supported to develop maximum independence and the range of subjects has been carefully chosen to meet students' needs and strengths. With guidance, students select from a range of work-related and academic courses available to them. Consequently, school leavers achieve a range of accredited outcomes, as many as 11, because their courses are personalised well to their needs.
- Students are supported to develop essential skills for life, such as managing their own finances, basic car maintenance, cooking and how to travel independently. They gain accredited recognition for their achievements through the ASDAN Cope Award.
- With the proactive support of staff, students secure college placements that reflect their personal interests. The 'Hub', which is situated at the college, provides a safe space for students to go to while they are at college and where there is always a member of school staff available. Students are very appreciative of the school's work in supporting them to

'chase their dreams'. Students have faith and trust in staff to guide and protect them. Students are able to attend college with confidence because they are able to draw on the wealth of skills they have acquired during their time at the school.

- External college provision is quality-assured by school staff to make sure that students are taught and learn well. Leaders have secured strong links with East Kent College. The college works with them well to enable students to make the demanding transition between school and college.
- Students are given impartial careers advice by an external service. They practise essential interview skills to prepare them for the world of work. As far as possible, the school links students' work experience to their skills and personal interests. However, some students are unable to benefit from work experience because of the extreme anxiety it causes them. Leaders understand fully the importance of continually seeking ways to provide opportunities for students to prepare for life beyond the school.
- Students cope well with this period of change in their lives as they face new challenges. They learn to manage their own emotions with less support from adults and demonstrate increasing awareness of social expectations and what it means to be part of a community outside of school.
- The sixth-form leader holds valuable weekly meetings for staff in which they are able to share good practice and talk in depth about the needs of students. At the moment, the sixth-form leader is unable to influence the progress that students make because he has no opportunity to monitor, evaluate and make an impact on the quality of teaching within the sixth form. Neither is there clear oversight of the progress that students are making across the range of subjects that are taught in the key stage. This lack of oversight prevents the sixth-form leader from using valuable information about how well students are doing to ensure that they are making the maximum progress of which they are capable.

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

**Outstanding**

- Despite the exceptionally low number of pupils in the residential provision, leaders have endeavoured to continue to provide outstanding care. The physical environment is very well maintained, beautifully furnished and is safe and secure.
- Excellent staffing ratios provide the necessary supervision levels and allow for spontaneous off-site activities. These are skilfully utilised to enhance learning, as well as personal interests. Examples include a recent day trip to the War Museum, which was pupil-planned and led.
- Effective liaison between the teaching and residential staff is further complemented by some of the residential staff members also working in the school. They are fully aware of how the school and residential provision operate and this leads to their greater understanding of the roles of other key personnel, such as the special educational needs coordinator, family liaison officer and speech and language therapist. Consequently, a whole-school, coordinated approach to the care within the residential provision is achieved.
- Leaders ensure that behaviour and attitudes demonstrated in the residential provision are

exemplary and that school attendance is excellent.

### **Quality of care and support in the residential provision** **Outstanding**

- Leaders have made certain that the residential experience fosters feelings of safety and trust, ensuring that there is a sense of enjoyment and value for pupils.
- Regular and established routines create a sense of security and reliability. This approach successfully reduces anxiety and creates a safe haven that is known and trusted.
- Mutually respectful relationships are embedded. Skilled staff maintain appropriate boundaries and behavioural expectations. They rely on the strength of the relationships which so evidently exist. Consequently, there has been no use of physical interventions or behavioural sanctions. The residential provision is calm, relaxed and frequently run on appropriate warmth and humour.
- One pupil commented on how much they relish this approach to their care. He spoke fondly of staff, saying, 'I love being here. I wouldn't change a thing.' He went on to say, 'I know I've become much more confident and I know what I want to do when I leave the school.'

## School details

Unique reference number	118995
Social care unique reference number	SC023668
DfE registration number	886/6047
Inspection number	10006043

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	Other independent special school
School category	Independent residential special school
Age range of pupils	6 to 18
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	72
Of which, number on roll in sixth form	12
Number of part-time pupils	0
Number of boarders on roll	1
Proprietor	C Davies and C Danican
Headteacher	Antony Clements
Annual fees (day pupils)	£33,756
Annual fees (boarders)	£63,591
Telephone number	01304 373 866
Website	<a href="http://www.ripplevaleschool.co.uk">www.ripplevaleschool.co.uk</a>
Email address	<a href="mailto:info@ripplevaleschool.co.uk">info@ripplevaleschool.co.uk</a>
Date of previous inspection	13–14 November 2012

## Information about this school

- Ripplevale School is a residential special school which opened in 1970. The school also owns the former village school building, which was purchased to accommodate the youngest pupils in the school. It is owned by the directors of the Ripplevale School Ltd.
- During the last academic year, a new two-storey modular building was constructed within the grounds of the main school. This new building provides educational accommodation for key stage 2 pupils on the lower floor and for post-16 students on the upper floor. The former village school is not currently in use.
- Since the previous inspection, there has been significant change to the leadership and management of the school and a restructuring has taken place. The previous principal retired in December 2016. Following a period of transition in the autumn term, a substantive headteacher took up post in January 2017. In addition, the previous head of education has taken up the post of deputy headteacher of the school. The school is in the process of recruiting a second special educational needs coordinator to support the rising number of pupils in the school.
- The school is registered for up to 80 pupils, aged from six to 18 years.
- The school opened a sixth form in 2013.
- All pupils are referred and funded by their local authorities.
- At present, 10 pupils are looked after children.
- All pupils have a statement of special educational needs or an education, health and care plan for autistic spectrum disorder. Some pupils also have additional learning needs.
- Without exception, Ripplevale pupils have experienced a fragmented and disrupted education in the past, which has impacted on their learning journeys. For most, their attainment on entry to the school is well below average.
- The school had its last combined education and social care inspection in November 2012 and its last full social care inspection in March 2016.
- The school's stated aims are 'to provide a caring, learning environment where our boys make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people.'

## Information about this inspection

- Her Majesty’s Inspector observed learning in classes on 15 occasions, all jointly with senior leaders.
- Discussions were held with senior leaders, middle leaders and members of staff. Inspectors also met with the school’s proprietors.
- Inspectors examined a wide range of documentation, including those relating to school improvement, school self-evaluation, safeguarding, attendance and behaviour, reports on the quality of teaching and assessment records.
- Inspectors spoke to pupils informally during the school day and in the evening within the residential provision. Inspectors spoke to pupils during lunchtime and, in addition, met formally with a group of pupils to gather their views about the school.
- Her Majesty’s Inspector heard pupils and students read.
- Her Majesty’s Inspector looked at pupils’ work in books, including writing, mathematics and a range of other subjects.
- Inspectors took account of 13 responses made by parents to Ofsted’s online questionnaire, Parent View, and an additional four comments made by parents, also online.
- Inspectors took into account seven written comments submitted by staff.
- Inspectors reviewed the checks made on staff about their suitability to work with children.
- Inspectors examined the quality of information provided by the school on the school’s website.

## Inspection team

Abigail Birch, lead inspector

Her Majesty’s Inspector

Sophie Wood

Social Care Regulatory Inspector

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