

# The Grange School

2 Milner Way, Ossett, Wakefield, West Yorkshire WF5 9JE

## Inspection dates

29–31 March 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>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The proprietor and headteacher have a strong vision for the school based on high-quality care and teaching which support pupils' personal development and achievement well. Staff are motivated to do their best as a result. The school continues to improve.
- The proprietor and leaders ensure that the school consistently meets all the requirements of the independent school standards.
- Pupils make strong progress across a range of subjects, including English and mathematics.
- Pupils are respectful and tolerant of others. They develop the knowledge and skills they need to play a full part in society very well. This is a particular strength of the school.
- Staff build very positive relationships with pupils and maintain high expectations of pupils' conduct. As a result, pupils learn to manage their behaviour increasingly well. Pupils attend well and enjoy school.
- Teachers use their good subject knowledge and knowledge of their pupils to tailor learning to their needs. Teachers plan interesting and engaging lessons.
- Occasionally, teachers miss opportunities to ask probing questions to which pupils, especially the most able pupils, can respond with in-depth answers. Opportunities are missed for pupils to write more extended passages.
- The proprietor and leaders carefully check the school's effectiveness regularly. As a result, they know the school's strengths and weaknesses well. They use this information to improve the quality of teaching.
- Leaders ensure that the curriculum meets pupils' needs. The programme to support pupils' personal development is particularly effective. Leaders have already identified that curriculum planning and assessment need further development in some foundation subjects, but this is not yet in place.

### 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.

## **Full report**

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

- Improve the quality of leadership and management by:
  - refining the links between checks on pupils' progress and curriculum planning in foundation subjects.
- Improve the quality of teaching, learning and assessment by:
  - sharpening the use of questioning to deepen pupils' thinking, particularly for the most able pupils, and providing more opportunities for extended written responses in foundation subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The proprietor and headteacher share their vision for the school clearly with staff and pupils. Staff feel valued and motivated, and work with determination to ensure that pupils thrive and achieve well. This contributes to the collaborative climate that supports pupils' personal development and achievement effectively. As a result, pupils respond positively, feel safe and well cared for and achieve well. This is an improving school.
- Leaders show through their own work their high expectations of staff and pupils. They ensure that they review the school's performance regularly. They make sure that the school consistently meets all the requirements of the independent school standards.
- Leaders maintain a keen focus on how the school safeguards pupils and keeps them safe. The school publishes its safeguarding policy on the company's website and offers a paper copy to any parent who requests one. They make sure that staff are well trained and knowledgeable about the risks and dangers pupils face. As a result, staff know what they have to do if they have a concern.
- Leaders make sure that pupils learn about how they can keep themselves safe and that pupils know that they can always receive help if they need it. The school works effectively with other teams and agencies to ensure that pupils are well supported.
- Leaders ensure that the programme for personal, social, health and economic (PSHE) education is very well developed. It is central to the school's work to enable pupils, as a group and individually, to flourish and develop the personal skills they need to succeed in their future lives. The PSHE programme reflects leaders' determination to promote equality and diversity. As a consequence, pupils develop their knowledge and understanding of a wide range of social issues, learn how to keep safe and about healthy lifestyles. They learn about the rights of others and show their respect for others with different backgrounds, beliefs or lifestyles to their own. They are very well prepared for life in modern Britain.
- Leaders plan the curriculum carefully, continually seeking ways to improve it, so that it is well matched to pupils' needs. It provides a rich range of learning opportunities that support pupils very effectively in developing important skills for life. The school's work to improve the curriculum in core subjects has led to rapid improvement and very strong progress for pupils in English and mathematics. Leaders use a range of visits to enrich pupils' experience of school. These include regular physical education activities, charitable events, cultural visits, for example to museums, and celebration-of-achievement visits, such as to the Christmas market.
- Curriculum development in foundation subjects has secured good levels of progress and is improving. Leaders recognise that the next steps for improvement are in aligning new assessments to the programmes of study with more rigour, as has been achieved already in English and mathematics. Leaders arrange a series of visitors to the school so that pupils can meet people from different backgrounds and professions. This helps pupils understand the role of public services and the diversity of their society.
- Leaders' monitoring of the quality of teaching, learning and assessment is sharp and insightful. As a result, leaders know the school's strengths and what needs to be

improved next. They align further staff training appropriately to develop the skills of staff to meet the changing needs of pupils. Staff value their opportunities for professional development. Leaders use performance management arrangements to check that training is making a difference to pupils' progress and well-being.

- All pupils have identified special educational needs and/or disabilities. They have a statement of special educational needs and/or disabilities or an education, health and care plan. Leaders collaborate effectively with the local authority teams who place students in the school to ensure that individual plans meet their personal and learning needs effectively. The proprietor holds school leaders rigorously to account for these pupils' performance, ensuring that they are well prepared for the next steps in education as they leave the school.

## **Governance**

- The proprietor pursues its vision and ambition for the school, providing effective challenge and support to the school by using findings from its evaluations to inform strategic decisions, such as changes in staffing and the key priorities for improvement each year. The monitoring calendar ensures that leaders keep a firm focus on improving those areas.
- The proprietor receives and analyses frequent updates on the school's performance. It supplements these through its own rigorous monitoring and evaluation framework, which includes the use of external consultants. As a result, the proprietor has accurate detailed information about the school's overall strengths and weaknesses.
- The proprietor works frequently with school leaders and staff to bring about changes that promote pupils' achievement, for example by introducing common assessments in core subjects across the proprietor's group of schools.
- The proprietor keeps a sharp eye on the school's arrangements to keep pupils safe and safeguard them.
- The proprietor carries out frequent checks on the school's policies, the buildings and the quality of teaching, learning and assessment.
- The proprietor checks thoroughly that all the independent school standards are met consistently.

## **Safeguarding**

- The arrangements for safeguarding are effective. The school's safeguarding policy is up to date. It takes account of the latest advice of the Secretary of State and the context of the pupils in the school.
- Pupils' safety and safeguarding are at the heart of the school's work. Leaders ensure that all staff are well trained and keep vigilant for the signs of abuse and neglect. Staff know what they must do if they have a concern about a pupil.
- Staff work closely with other agencies, such as social services and health teams, to make sure that, whenever possible, early intervention is put in place to support pupils who need it.
- Leaders ensure that the PSHE programme is well designed and provides pupils with weekly opportunities to develop the knowledge and skills they need to keep safe. As a

result, in age-appropriate ways, pupils develop a sense of self-worth and respect for others, both of which contribute to their safety.

- Leaders ensure that pupils learn about the different types of support they can receive if they are worried or concerned. Staff build extremely strong relationships with pupils. As a consequence, pupils feel confident in discussing their concerns with a trusted member of staff.

## Quality of teaching, learning and assessment

**Good**

- Teachers establish very positive, trusting relationships with pupils and other staff. They know pupils' needs very well. They use their knowledge to plan interesting and engaging activities effectively. Almost always, pupils apply themselves to their learning and try hard to complete tasks set by staff. As a consequence, pupils learn well and make good progress overall across a wide range of subjects.
- Teachers skilfully use the information they gather on pupils' barriers to learning to identify strategies that help pupils manage themselves. By doing so, teachers maintain high expectations of pupils' conduct and establish well-understood strategies for learning that support pupils' learning and progress. Pupils usually respond very positively, following staff instructions.
- Teachers' work with teaching assistants to plan and deliver learning in small groups and one-to-one activities is very well managed. By working collaboratively, there is seamless interaction between them and pupils, which sustains the flow of lessons and helps keep pupils focused on their learning.
- Teachers use progress information to plan more demanding activities for the most able pupils. For example, work seen in most-able pupils' mathematics books showed topics and work far above those normally expected for their ages. Pupils' work showed deep insight into mathematical concepts. However, the most able pupils struggle at times to accept that they should be doing more difficult tasks because they do not want to stand out from the crowd.
- Staff demonstrate high levels of skills in dealing with instances when pupils struggle to keep concentrating or become upset or angry. In these instances, pupils are helped to re-engage in their lessons very quickly, so that little learning time is lost. Much more commonly, teachers and other staff recognise the early signs of loss of concentration and are adept at using a range of techniques that settle pupils and thus enable them to remain focused and participating in their learning activities. Teachers always challenge the use of inappropriate language.
- The teaching of reading is a particular strength of the school. While some pupils say that they do not read very often at home, they have a wide range of reading materials in school. Staff focus on developing pupils' reading skills, accurately assessing pupils' starting points. Well-focused activities help pupils develop the skills they need to read with increasing fluency, intonation and comprehension. Pupils make very strong progress in their reading as a result, and this supports their learning in other subjects effectively.
- The impact of highly effective teaching, in both English and mathematics in particular, is reflected in the other subjects, where pupils reapply their literacy and numeracy skills. For example, pupils used both areas of skills in their preparation for and follow-up work to the

charity fun run in aid of a national cancer charity which was held during the inspection.

- Teachers and other classroom staff use questioning well to ensure that pupils understand what they are expected to do, and that pupils have not misunderstood key elements of the lesson. Staff are adept in demonstrating what is expected in different ways to correct any misconceptions pupils have. However, teachers miss opportunities to ask more searching and probing questions that deepen pupils' understanding and make them think hard. Occasionally, this restricts pupils, especially the most able pupils, from making all the progress that they can.
- Teachers ensure that pupils can record their learning in a variety of ways, such as mind maps, graphical presentations and photographic evidence of learning. However, teachers miss opportunities to require pupils to capture their learning frequently in extended passages that allow pupils to practise and develop their writing skills.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The determined efforts of the proprietor, leaders and staff to ensure that every pupil has high-quality opportunities to develop personally are central to the school's work. These are of the highest order. As a result, pupils acquire the skills they need for the next stages of their education and future life as young adults in modern Britain.
- Pupils are kept safe and feel safe in the care of staff, who know and understand pupils' needs and difficulties very well. The vast majority of parents who shared their views with the inspector agree wholeheartedly. As a result, pupils grow in confidence in their relationships with each other and the adults working with them. They show respect and care for each other, particularly when there are difficult personal circumstances. This contributes to the good progress they make in their learning. In contrast to their views on previous experiences in other schools, pupils have a positive outlook and value their time in school.
- Pupils learn through daily PSHE lessons about the needs of others and their different backgrounds, beliefs and lifestyles. As a consequence, pupils develop a strong sense of right and wrong, as well as curiosity and tolerance, in equal measure, of others who come from different backgrounds to their own.
- Pupils have frequent opportunities to listen to an interesting range of external speakers, which provide them with insight into a range of different professions, the work of public services, how laws are made and the role of charities in society. As a result, pupils develop a sense of place in society and know how they can contribute to it.
- During breaks and lunchtimes, pupils choose a range of activities, some engaging energetically in games and others chatting pleasantly together. Pupils learn about healthy eating, learn important skills for independent living, such as cooking, and about the importance of physical activity. Such activities help to keep them well, and the arrangements for advice and support for individual pupils promote their emotional and mental well-being.
- Frequent visitors to school and the work done with pupils to develop their sense of responsibility for their own learning contribute to the early steps in careers advice and

guidance the school provides to older pupils.

- The well-constructed programme for personal development, aligned to sharply focused support and interventions to keep pupils safe and well, provides a highly effective framework in which pupils flourish and make great strides in their personal development. Pupils are very well prepared for their next steps in education.

## Behaviour

- The behaviour of pupils is good.
- Pupils attend school well. While the attendance rate is just below the national average, the vast majority of authorised absences are due to the medical needs of pupils. Pupils settle quickly into the school, enjoy their time there and almost all want to attend regularly.
- Pupils behave well throughout the day, during lessons and at break and lunchtimes. They enjoy each other's company and being with their staff.
- Sometimes, pupils let their good behaviour and application to learning slip when they feel stressed. Nevertheless, with the aid of staff, they learn to develop techniques that help them manage their emotions increasingly well. As a result, pupils are proud of their achievements.
- As they gain trust and confidence in the staff, they improve their behaviour, learn to manage themselves better and waste little learning time.
- Pupils develop important social skills by learning to listen to each other's points of view. As a result, pupils develop the skills and confidence that allow them to voice their opinions and respect those of others.

## Outcomes for pupils

**Good**

- Pupils, all of whom have identified special educational needs and/or disabilities and come from disadvantaged backgrounds, make strong progress across a wide range of subjects, considering their starting points. They develop increasingly good levels of knowledge and understanding as they settle into the school and begin to enjoy their learning.
- Carefully conducted checks on pupils' starting points, particularly in English and mathematics, mean that staff plan precise steps for continual improvement. Checks on progress, which are moderated across the proprietor's group of schools, show that very strong, rapid progress is sustained in these subjects.
- Particularly well-developed curriculum plans in English and mathematics mean that staff are able to plan learning that meets pupils' needs with precision. This supports their progress very effectively. The vast majority of pupils rapidly improve their skills, taking into account their prior achievement and particular learning difficulties.
- In foundation subjects such as humanities and in science, pupils make consistently good progress. They reapply the skills they develop in English and mathematics and this helps them to learn well.
- The most able pupils make similarly good progress overall and excel in mathematics in particular. Occasionally, they do not make all the progress of which they are capable,

because they are not challenged consistently to complete demanding tasks to deepen their thinking and understanding. In some instances, the most able pupils have not yet developed fully the confidence to attempt higher levels of work.

- Evidence from pupils' books confirms that the school's work to re-engage pupils in learning across a wide range of subjects is closing the gaps in their learning and progress in comparison to others nationally. As a consequence, pupils are well prepared for their next steps in education.



## School details

Unique reference number	136040
DfE registration number	384/6126
Inspection number	10033919

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	Other independent special school
School category	Independent school
Age range of pupils	7 to 14
Gender of pupils	Mixed
Number of pupils on the school roll	15
Number of part-time pupils	0
Proprietor	Keys Group
Chair	Not applicable
Headteacher	Jennie Littleboy
Annual fees (day pupils)	£36,950
Telephone number	01924 278 957.
Website	Not applicable
Email address	jennielittleboy@keyschildcare.co.uk
Date of previous inspection	April 2014

## Information about this school

- The Grange School is a small day special school which opened in December 2009. It is managed by The Keys Group, which owns several children's homes and schools throughout the United Kingdom.
- The school has close links with Denby Grange Secondary School, including a joint headteacher.
- The Grange School is registered to admit up to 16 boys and girls aged between seven and 14 years who are identified as having social, emotional and mental health needs.
- Pupils are placed at the school by a number of local authorities. Most have been excluded

or have experienced significant disruption in their previous education. Currently, there are 15 pupils on roll.

- All pupils have a statement of special educational needs or an education, health and care plan.
- The school aims to 're-engage pupils in learning and provide a quality education for even the most challenging pupils'.
- The school's last full inspection was in April 2014. An additional inspection was conducted in May 2013, with a view to increasing pupil numbers.
- The school does not make use of any other alternative education provider.

## Information about this inspection

- The inspector observed teaching and learning during lessons.
- Discussions were held with the headteacher, the proprietor and a range of other leaders and staff.
- The inspector also held discussions with pupils informally during lessons and social time and in a more formal meeting.
- A wide range of documents were examined, including documents such as health and safety arrangements, arrangements to safeguard pupils and the school's plans for further development.
- The inspector reviewed the school's records of pupils' achievement and scrutinised the quality of pupils' work in their books.
- The inspector took into account the views of parents and guardians and of staff at the school.

## Inspection team

Chris Campbell, lead inspector

Ofsted Inspector

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