

Oakwood School

c/o Cambian Education, 4th Floor Waterfront, Chancellors Road, London W6 9RU

Inspection dates

14 December 2017

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)a, 2(1)(b), 2(1)(b)(i) and 2(2)(h)

- The Department for Education (DfE) commissioned Ofsted to review the quality of education provided. The school has devised appropriate plans and schemes of work to support learning in all key stages. However, teachers do not implement the plans effectively. Teachers' plans do not take sufficient account of pupils' ages, aptitudes, specific needs or starting points. As a result, pupils' progress is variable across the school and in some cases, the progress that they make is not good enough.
- The standards for this paragraph are not met.

Paragraph 2(2)(b)

- Pupils do acquire basic skills in speaking, listening, literacy and numeracy. However, pupils' progress is not rapid enough.
- The standards for this paragraph are met.

Paragraph 2(2) and 2(2)(a)

- The DfE asked the inspector to check that all pupils were attending the school fulltime. Several pupils are not receiving full-time education. Because of periods away from school, including the establishment of part-time timetables, some pupils' progress is not good enough and they are not reaching the standards of which they are capable. When pupils return from periods of absence, teachers are not ensuring that pupils catch up on any missed work quickly. As a result, there are gaps in some pupils' learning that are not being addressed effectively.
- The standards for this paragraph are not met.

Paragraphs 2(1)(b)(ii), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii) and 2(2)(i)

- Curriculum plans and schemes of work do not undermine fundamental British values. The promotion of these values is a strength of the school. Work in pupils' books indicates that the school promotes and develops pupils' understanding of life in British society and of cultures and lifestyles that are different from their own. Displays around the school celebrate the learning that pupils undertake to develop their awareness of British values.

- Pupils' personal, social, health and economic education is promoted effectively. Provision reflects the school's aim and ethos. Pupils have very complex behavioural and emotional needs. Staff appropriately support pupils to socialise and to manage changes and transitions in their everyday life effectively.

- The standards for this paragraph are met.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- Leaders recognised that careers information, advice and guidance required improvement earlier in the school year. Careers experts visit the school to discuss pupils' potential career pathways and to offer advice. The inspector spoke to pupils who were able to recall the details of this learning. Pupils are also able to describe careers that they would like to undertake and the skills that they will need to be successful. However, this initiative is new to the school. Further work is required to ensure that new systems and up-to-date careers guidance are embedded.

- The standards for this paragraph are met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d) and 3(f)

- Learning is not challenging enough to ensure that pupils make good progress or have sufficient interest in their work.
- Where pupils miss learning because they are away from school, teachers do not address pupils' learning gaps quickly enough.
- Teachers' planning does not always follow a logical sequence. For example, in mathematics, teachers sometimes move pupils on to new concepts too quickly. In English, teachers do not give pupils opportunities to write at length or to apply the skills they learn over time. Too many activities require pupils only to give one-word answers to questions or to complete tasks that are well within their capabilities.
- Teachers do not take sufficient account of pupils' prior learning when planning and delivering lessons. Similarly, during lessons, teachers do not change activities quickly enough if pupils find something either too hard or too easy.
- Learning in wider curriculum areas such as history and geography is weaker than that found in English and mathematics.
- Teachers mostly use classroom resources effectively to support learning. The utilisation of resources is not as strong in the class shared by pupils in key stages 1 and 2. In this phase of the school, the outdoor learning environment is in poor condition. Staff and pupils have only recently moved to this area of the school. The new headteacher has plans to address this weakness in provision.

- The standards for this paragraph are not met.

Paragraph 3(e)

- Teachers demonstrate a good knowledge of the subject matter being taught.
- The standard for this paragraph is met.

Paragraphs 3, 3(g) and 4

- The school's assessment system is not fully aligned to the school's curriculum. Plans are in place to develop assessment so that it takes better account of the changes that have taken place in the curriculum. Teachers do not use assessment information to

plan appropriate and coherent sequences of learning effectively. Teachers do not properly match work to pupils' capabilities and specific needs.

- Pupils' work is not assessed with sufficient rigour.
- The standards for these paragraphs are not met.

Paragraphs 3(h), 3(i) and 3(j)

- The DfE requested that the inspector evaluated the school's management of pupils' behaviour. During the inspection, staff were observed managing pupils' complex needs well. Staff manage pupils' behaviour well. Staff treat pupils well and this ensures a positive climate for learning.
- Staff have positive and purposeful relationships with pupils. Most pupils demonstrate that they enjoy being with staff.
- Leaders have introduced a new behaviour policy and system that has an even greater focus on positive reinforcement. Leaders track and monitor pupils' conduct suitably. Staff hold discussions if an individual's behaviour deteriorates.
- Staff encourage pupils to make the right choices. Generally, pupils respond positively to instructions and are keen to receive rewards.
- The school has an anti-bullying policy and records show that incidents of bullying are rare.
- The standards for these paragraphs are met.
- Not all standards in this part are met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Leaders promote pupils' spiritual, moral, social and cultural development effectively. These aspects are woven through the curriculum. Schemes of work and the resulting work in pupils' books demonstrate that teachers pay close attention to improving pupils' personal skills, especially their behaviour and attitudes to learning.
- Work in books shows that pupils are interested in the topics and issues that they explore. In key stage 3, this is shown well by pupils' positive engagement in learning about animal welfare.
- The school can evidence how pupils' personal development is improving over time. Folders and books demonstrate the attention that staff have paid to improving pupils' self-confidence and self-esteem.
- There is a pupil council and pupils are able to share their feelings and thoughts with staff.
- The standards for this paragraph are met.
- All of the standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraph 7(b)

- The DfE requested that the inspector evaluate the effectiveness of safeguarding arrangements to keep pupils safe from harm. Procedures for safeguarding pupils have been suitably updated. Since the start of this academic year, leaders have introduced new forms for staff to share any concerns they have about pupils. Staff know how to use these forms and have been appropriately trained to identify different forms of abuse.
- The school's safeguarding policy takes account of current government guidance. A hard copy of the policy is available upon request.
- Records indicate that staff appropriately record incidents of physical restraint. Leaders suitably monitor and evaluate these records. Leaders conduct an analysis of incidents to establish any trends. Though records meet requirements, leaders recognise that the analysis could be even more detailed.
- The standard for this paragraph is met.

Paragraph 7, 7(a)

- Staff do not implement the safeguarding policy effectively. Staff do not always manage referrals to outside agencies effectively.
- The new headteacher is clear about her responsibilities in relation to the management of any allegations made and is aware of the referral process when using outside agencies. However, referral procedures are insufficiently robust because communication between the school and outside agencies has not been good enough. For example, the local authority designated officer for safeguarding has not been kept fully up to date with both the progression of any investigations or resulting outcomes from referrals made.
- The standards for this paragraph are not met.

Paragraphs 9, 9(a), 9(b), 9(c), 10, 11, 13, 14, 15, 16, 16(a) and 16(b)

- Leaders have devised a suitable health and safety policy and staff implement it effectively. Staff assess risks appropriately and take appropriate action where necessary.
- The school has an appropriate written behaviour policy, which sets out clear sanctions for any incidents of misbehaviour.
- Records show that staff administer first aid appropriately. Staff routinely audit the contents of first aid boxes to ensure that staff have sufficient resources to respond to any minor accidents.
- The admissions and attendance registers are appropriately maintained.
- Pupils are supervised effectively throughout the school day.
- The standards for this paragraph are met.

Paragraph 12

- The school commissioned an external organisation to complete a fire safety audit. The external organisation identified a number of risks and outlined a range of remedial action. For example, the external organisation identified that the storage of flammable items within the proximity of the electrical consumer units presented a fire risk. During this inspection, flammable items, such as curriculum resources, were still being

stored in this area. Therefore, leaders are not acting upon the advice of the commissioned organisation or practising basic fire safety.

- The standard for this paragraph is not met.
- Not all of the standards in this part are met.

Part 8. Quality of leadership in and management of schools

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

- Leaders have not ensured that the independent school standards are consistently met.
- The quality of education is not good enough. Teachers do not use information about what pupils can do effectively to promote and develop pupils' learning. Some teachers' expectations of what pupils can achieve are not high enough. Too often, there is insufficient challenge for pupils.
- Leaders are aware of these shortfalls. Leaders' self-evaluation acknowledges the key weaknesses in teaching and identifies that they need to do more to raise standards, improve pupils' progress and ensure that pupils are properly safeguarded.
- Leaders and staff do not actively promote pupils' well-being. The school is not complying with fire safety advice set out by commissioned professionals. The local authority designated person for safeguarding judges that the arrangements for managing allegations against staff have been insufficiently robust.
- The Cambian Group has appointed a new headteacher who is knowledgeable and suitably experienced. Staff have confidence in the new headteacher's and senior regional leaders' vision that is being established.
- The standards for this paragraph are not met.
- Not all standards in this part are met.

Compliance with regulatory requirements

The school does not meet 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, as set out in the annex of this report. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if:
 - 2(1)(a) the proprietor ensures 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; and
 - 2(1)(b) the written policy, plans and schemes of work:

- 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
 - 3(a) 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;
 - 3(b) 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;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) 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;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) 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.
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that:
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- 34(1)(c) actively promote the well-being of pupils.

School details

Unique reference number	131033
DfE registration number	893/6097
Inspection number	10044782

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	Special school
School status	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	23
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Cambian Group
Chair	Anne-Marie Carrie
Headteacher	Lisa Lyon
Annual fees (day pupils)	£20,800
Telephone number	0800 1381184
Website	www.cambiangroup.com/childrensservices/specialisteducationservices
Email address	lisa.lyon@cambiangroup.com
Date of previous standard inspection	13–15 May 2015

Information about this school

- The school has undergone significant changes in the last six months. The headteacher left the school in the summer term 2017 and interim leadership arrangements were in place for several months. A new headteacher joined the school in October 2017.
- The previous standard inspection was conducted on 15 and 16 May 2015.
- The school makes use of two alternative providers called 'Stable Relationships' and

'Jamie Drummond Outdoor Activities'. Staff accompany pupils on all visits to the providers.

- Oakwood School is an independent special school for pupils with social, emotional and mental health difficulties. Most pupils who attend the school have either an education, health and care plan or a statement of special educational needs.
- The appropriate authorities are examining concerns raised by an external body during the inspection.
- All pupils are children looked after and are funded by a range of different local authorities.
- Prior to January 2015, the school was called Flying High.

Information about this inspection

- The inspection was an emergency unannounced visit commissioned by the DfE. It was conducted with no notice. The inspector was commissioned to review the quality of education provided; the extent to which leaders promote pupils' spiritual, moral, social and cultural development; the welfare, health and safety of pupils, including the effectiveness of safeguarding; and the quality of leadership and management of the school. The inspector checked that the school was meeting the independent school standards in all of the areas inspected.
- The inspector met with the headteacher, Cambian's regional school's manager and the director of education.
- The inspector conducted a learning walk and visited every classroom. Observations of teaching were undertaken jointly with leaders. The inspector scrutinised work in pupils' books during the learning walk.
- A range of documentation was reviewed, including safeguarding policies, child protection records and files; leaders' monitoring of teaching and learning; the single central record to check compliance with government requirements; the school's self-evaluation; behaviour records and analysis and documents relating to fire safety.
- The inspector held meetings with leaders throughout the day.
- There were insufficient responses to Ofsted's online questionnaire Parent View to conduct an analysis.
- The inspector held a telephone discussion with Shropshire's local authority designated officer for safeguarding.

Inspection team

Jonathan Keay, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk
© Crown copyright 2018