

Freyburg School

Holly Lodge, Ollerton Road, Ollerton Road, Carburton, Nr Worksop, Nottinghamshire S80 3BP

Inspection dates

4–5 July 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and the proprietor have ensured that the school meets all of the independent school standards.
- The school provides pupils with a broad and balanced curriculum. Pupils make good progress and gain qualifications in a wide range of subjects.
- Teachers plan lessons and topics that interest and motivate pupils. The quality of teaching is consistently good.
- The headteacher has an effective system in place to track the progress and attainment of pupils. Gaps in pupils' knowledge are identified quickly and pupils are given the help that they need to catch up.
- Pupils are safe and happy. Relationships between adults and pupils are extremely positive. Adults know pupils very well.
- Pupils' rates of attendance improve considerably when compared to their previous school or placement.
- Pupils behave well. Instances of low-level disruption and bullying are extremely rare.
- Pupils are prepared well for life in modern Britain. They have a good understanding of British values, including democracy and the rule of law.
- Pupils receive effective careers advice. The vast majority of pupils find employment or attend further education after leaving the school.
- Teachers do not regularly require pupils to practise spelling, punctuation and grammar skills in their writing. Pupils make less progress in writing than in other subjects.
- School development plans do not fully support the proprietor and governing body in holding the headteacher fully to account.

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?

- Ensure that school development plans are more helpful in enabling the proprietor and governing body to hold leaders fully to account.
- Require pupils to more frequently practise spelling, punctuation and grammar skills in extended pieces of writing across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and proprietor have ensured that all the independent school standards are met.
- The headteacher and proprietor have sustained an ambitious culture among staff and pupils. The school aim to 'positively motivate, support and challenge all pupils' is evident in all aspects of the school's work.
- The proprietor ensures that staff are suitably motivated through continuous professional development and appropriate performance-management procedures. For example, during a recent lesson observation, a teacher was advised by the headteacher to ensure that planned activities were flexible. This ensures that, should an unexpected event occur, lessons still run smoothly and without disruption.
- The headteacher ensures that all relevant documents, school records and policies are kept in good order and are up to date. The headteacher has an accurate view of the school's strengths and development areas.
- The headteacher provides pupils with a broad and balanced curriculum. Pupils develop knowledge and skills in a wide range of subjects, including science, geography, Spanish, art, information technology and food technology.
- The headteacher has ensured that pupils have a good understanding of British values, including the rule of law and democracy. The inspector was shown pupils' work that explained the voting system, accurately describing a polling station, ballot box and the role of MPs in the Houses of Parliament.
- The headteacher has ensured that pupils' transition arrangements before they start at the school are effective. During visits, pupils are invited to complete a questionnaire. This informs staff of pupils' academic and personal strengths and development areas. Consequently, staff know pupils well before they join the school, and pupils settle in quickly to the new routines and surroundings.
- The headteacher ensures that any additional funding received for pupils is allocated effectively and its impact checked rigorously. This funding is used mainly to support and promote pupils' own interests. For example, recently, additional funding for pupils was used to engage their interest in Spanish and in developing catering skills.
- The headteacher has ensured that the school's safeguarding policy is available for parents and carers on the school website. The policy meets the required independent school standards.
- The school development plan is not precise enough. Consequently, the governing body cannot hold the headteacher fully to account for the actions she takes.

Governance

- The proprietor is also the chair of the governing body. The governing body has received appropriate training and has a good mix of skills and experience in order to carry out its statutory duties effectively.
- The governing body frequently receives detailed information from the headteacher regarding, for example, pupils' achievement, attendance and behaviour. The regional manager also visits the school frequently to gain a first-hand understanding of the current strengths and development areas. This information is presented to the governing body. Consequently, the governing body knows the school and pupils well.
- The school development plan does not allow the governing body to hold the headteacher fully to account for her actions.

Safeguarding

- The arrangements for safeguarding are effective.
- The proprietor has ensured that the designated safeguarding leads have received appropriate training in such areas as safer recruitment, the 'Prevent' duty and spotting the signs of child sexual abuse, female genital mutilation and forced marriage.
- Any concerns raised by adults are followed through effectively using the 'red flag' policy. This ensures that outside agencies are contacted swiftly should any extra support or guidance be required.
- The proprietor has ensured that all relevant checks are made on adults before they are allowed to work at the school.

Quality of teaching, learning and assessment

Good

- The headteacher uses an effective system to track pupils' progress and attainment in reading, writing and mathematics. This enables her to monitor closely the achievements of pupils against the various curricula pupils are studying. Consequently, she has an accurate view of pupils' strengths and development areas.
- Teachers often plan lessons that match pupils' own interests, for example combining an interest in music with science and design and technology knowledge to successfully design and make speakers. Such activities help pupils to achieve well and motivate them to learn.
- Teachers plan individual lessons that develop pupils' knowledge and skills in different subject areas. For example, during the inspection, pupils were observed developing speaking and listening skills through asking adults what their favourite subject was at school. They then used mathematical and computer skills to accurately draw out a tally chart and create a bar chart to display the results.
- Teachers use appropriate workbooks to support pupils' learning in English and mathematics. These vary from entry-level 3 to level 2 and GCSE. Pupils work through these in order to gain the necessary skills and successfully attain good passes in subsequent examinations.

- Teachers ensure that classrooms contain resources to help pupils learn. For example, displays of times tables and commonly misspelled words aid pupils in mathematics and with writing. Classrooms are tidy and well maintained. They contain all relevant resources and support materials.
- Teachers ensure that pupils frequently practise problem-solving activities in mathematics. These enable pupils to develop skills in real-life situations involving, for example, bus timetables, using money and measuring accurately in different units.
- Teachers use the school's marking and feedback policy consistently. This ensures that pupils understand what they have done well and what they need to do next in order to improve.
- Teachers provide pupils with appropriate homework activities, for example recently undertaken research into the water cycle in preparation for some new learning in geography.
- Teachers do not currently require pupils to practise spelling, punctuation and grammar skills frequently in pieces of writing across the curriculum.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are self-confident and understand how to be successful learners. They have positive attitudes to their work, and enjoy working on projects that interest and motivate them, for example stripping down, repairing and rebuilding a bicycle.
- The headteacher ensures that pupils' emotional and physical well-being is catered for well. For example, should these be required, there are links with an educational psychologist, a counselling service and the local child and adolescent mental health team. Pupils visit a local leisure centre in order to be physically active.
- Pupils have a good understanding of how to keep themselves safe, including when online. For example, pupils told the inspector that not everyone online is who they say they are.
- Pupils are developing their understanding of people from faiths and cultures different to their own by, for example, recently visiting a Mosque. During the inspection, a teacher was sensitively discussing diversity and an upcoming 'PRIDE' celebration for LGBT+ individuals. Pupils are being prepared well for life in modern Britain.
- Pupils have a range of adults to discuss any issues or difficulties that they may be experiencing. They told the inspector that they felt happy and safe at the school and that they enjoyed the positive relationships which exist between adults and pupils.
- Pupils experience a wide range of extra-curricular activities, which help to broaden their experience and knowledge of the world. For example, recent visits have included trips to museums, art galleries, a swimming pool and an ice rink.

Behaviour

- The behaviour of pupils is good.
- Records provided by the school and inspection evidence suggest that pupils behave very well and incidents of bullying are extremely rare.
- Pupils respond well to the school's rewards points system. Pupils earn points on a daily basis for good timekeeping, effort and taking personal responsibility. Earned points are converted into weekly rewards and encourage pupils to behave well.
- Pupils show respect for the school's equipment and resources. Consequently, classrooms and shared areas are kept neat and tidy.
- Good communication and positive relationships exist between school staff and staff from pupils' residences. There are daily opportunities for staff to discuss any overnight or ongoing issues that pupils may be experiencing. This information sharing helps pupils to settle in the mornings and be ready to learn.
- Pupils' attendance, while below national averages, improves dramatically when compared to their attendance rates at their previous school or alternative provision placement.
- Pupils who attend alternative provision placements attend and achieve well. Recently, pupils have gained qualifications in catering and motor vehicle mechanics.

Outcomes for pupils

Good

- The vast majority of pupils recently leaving the school have attained relevant qualifications. They have been well prepared for the next stage of their education, training or employment. The proportion of pupils leaving the school who progress on to higher education, employment or apprenticeships is high.
- Inspection evidence and assessment information provided by the school show that while pupils' current attainment is lower than would be expected for their age, pupils make good progress. This is especially the case in reading and mathematics. Pupils make less progress in writing. They do not regularly practise spelling, punctuation and grammar skills when writing at length in other subjects.
- Assessment evidence is strengthened through pupils completing frequent tests in, for example, mathematics and science. These help to confirm the view that pupils make good progress.
- Current pupils have made good progress from their various starting points. For example, pupils starting at entry-level mathematics and English have progressed on to level 2 during the academic year.
- Pupils receive frequent and impartial advice regarding their future training and careers choices. There are information boards in classrooms with details of local colleges, school sixth forms and available apprenticeships. Pupils receive support with writing application letters and with transport to attend interviews. Pupils in Year 10 have recently undertaken work experience placements at a local café, a nursery and a pet shop.
- Pupils attain qualifications in a wide range of subjects and areas. Recently, pupils have gained awards in food technology, food hygiene, computer skills and an introduction to

electronic circuits.

School details

Unique reference number	134649
DfE registration number	891/6022
Inspection number	10039186

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	Day special school for pupils with behavioural, emotional and social difficulties
School category	Independent school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Proprietor	Keys Group Ltd
Chair	Nicola Kelly
Headteacher	Ann Marie Edwards
Annual fees	£12,376 to £25,350
Telephone number	01909 506 880
Website	www.keyschildcare.co.uk/services/education/freyburg
Email address	head.freyburgschool@keyschildcare.co.uk
Date of previous inspection	16–18 September 2014

Information about this school

- Freyburg School is an independent day special school located on two sites in rural north Nottinghamshire. It is part of the Keys Group of schools and provides education for pupils who live in residential accommodation managed by the company.
- The school provides education for up to 12 male and female students, in the age range 11 to 18 years, who have behavioural, emotional and social difficulties. There are places for nine residential and three day pupils. There are currently four pupils, aged 14 to 16 years, on the school roll.
- The school currently uses R.E.A.L. education as an alternative educational provider. Pupils attend R.E.A.L. education on a part-time basis and achieve qualifications in a range of subjects and vocational courses.

Information about this inspection

- Ofsted announced the inspection to the headteacher the day before the inspection started.
- The inspector observed lessons and examined a wide variety of pupils' workbooks and files from a range of subjects. The headteacher accompanied the inspector during these visits and activities.
- The inspector held a range of meetings with the headteacher, regional manager, and proprietor, who is also the chair of the governing body. The inspector spoke with a pupil during lessons on the second day of the inspection.
- The inspector scrutinised a range of documents, including minutes of governing body meetings, current assessment information provided by the school, the school improvement plans and records relating to safeguarding.
- There were no responses to Ofsted's Parent View, free-text service and pupils' questionnaires. Three responses to Ofsted's staff survey were taken into consideration.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

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