

# Hidelow Grange School

Acton Green, Acton Beauchamp, Worcester WR6 5AH

**Inspection dates**

5 March 2019

**Overall outcome**

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

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 3, 3(a), 3(c), 3(d), 3(g) and 3(h)*

- At the time of the previous full inspection in May 2018, inspectors found that the quality of teaching and learning was inconsistent, especially in mathematics and science. Leaders and the proprietor had not done enough to ensure that the quality of teaching and learning and outcomes for pupils were consistently strong. Leaders did not use their assessment system effectively to identify and support pupils who were not making sufficient progress towards meeting their learning targets. Consequently, pupils were not making strong progress.
- Following the inspection an action plan to address the weaknesses was submitted by the headteacher and proprietor in December 2018. The school's plans and actions were judged to be appropriate. Information in the plan indicated that some of the actions had been completed successfully.
- The school has appointed specialist teachers in mathematics and science who have effectively led the implementation of schemes of work in these subjects. This enables teachers to use assessment information to meet the specific learning needs of pupils well. They take account of what pupils already know and can do and plan activities to build on this knowledge.
- The headteacher regularly monitors the effectiveness of teaching, learning and assessment and has provided training opportunities for staff. Effective links have been established with other schools to learn from good practice. Teachers and pupils know the targets for learning and work together so that pupils know what they have to do to improve. As a result, pupils make strong progress across the curriculum.
- Teachers use questioning techniques well to challenge the thinking of pupils, encouraging them to reflect on their learning and to take responsibility for improvement. Leaders provide guidance to teachers that enables them to check systematically that pupils understand what is expected of them. Teachers ensure that pupils' skills are secure before moving on to new learning.
- Well-informed assessments are used by teachers to plan challenging activities that improve basic mathematics skills and develop pupils' mathematics and science

knowledge and understanding. Teaching in mathematics enables pupils to develop their mathematical fluency, reasoning and problem-solving skills effectively.

- Relationships between pupils and between pupils and teachers are built upon trust and respect, ensuring that time is well spent. Pupils are resilient, they are supported well and behaviour and attitudes to learning are positive. The school's behaviour policy is effective; records evidence improved behaviour since the previous inspection. Staff have high expectations of pupils' behaviour and encourage and support them to accept personal responsibility for their actions. This results in a positive learning environment where pupils demonstrate tolerance and respect for others.
- These standards are now met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 7, 7(a) and 7(b)*

- At the time of the previous inspection, safeguarding was judged to be effective and relevant standards were met. During this inspection the inspector checked that procedures and practices continue to meet requirements.
- Safeguarding is effective. The school's safeguarding policy meets current requirements and reflects the latest guidance issued by the Secretary of State. The policy is available to parents on request.
- Clear safeguarding processes are in place. As a result, all staff are aware of their responsibilities regarding the safety and welfare of their pupils.
- These standards continue to be met.

#### *Paragraphs 9, 9(b)*

- The previous inspection found that pupils' inappropriate behaviour sometimes had a negative effect on their learning. Additionally, leaders had only recently begun to monitor the impact of the school's behaviour management strategies on individual pupils' behaviour.
- In the action plan the school's plans and actions to address weaknesses were deemed appropriate. Success criteria were seen to be relevant to address the areas for improvement. A timescale for implementing the plan was realistic and information in the plan indicated that the school had begun to implement many of the actions.
- The proprietor and headteacher have developed a comprehensive behaviour policy that takes into account the range of needs for individual pupils. It emphasises a positive approach to behaviour management. The policy explains clearly the expectations for pupils, and actions to be taken to ensure high standards of behaviour. It includes reference to anti-bullying, including strategies for preventing bullying.
- Staff have received in-depth training about the behaviour policy, ensuring that they are all aware of their responsibilities. The regular monitoring of behaviour by leaders ensures that the policy is consistently applied. Staff who spoke to the inspector shared a common understanding of the school's behaviour policy.
- The school maintains detailed electronic and written records of behaviour incidents that are carefully monitored by leaders. The recording of information is embedded in practice. Records of rewards and sanctions enable the headteacher to identify trends

and the impact of actions taken. Information on behaviour is used by staff in order to consider how best to support individual pupils.

- The proprietor and local authorities who place pupils at the school receive regular reports about the use of physical interventions. The number of such interventions has declined sharply.
- These standards are now met.

## Part 8. Quality of leadership in and management of schools

### *Paragraphs 34, 34(1)(a), and 34(1)(b)*

- At the time of the previous inspection, leaders had failed to ensure that all of the independent school standards were met. As a result, the quality of teaching and outcomes for pupils were not consistently strong, particularly in mathematics and science. Leaders did not have effective systems in place to monitor and evaluate pupils' performance or behaviour.
- A section of the action plan referred explicitly to the quality of leadership and management and focused on ensuring that leaders know and understand how well pupils are progressing. Success criteria in the plan were relevant and clearly linked to the required outcomes.
- The headteacher has responded well to the recommendations made at the time of the previous inspection and has worked diligently with colleagues to address the identified areas of weakness. Staff with expertise in subjects judged as weak have been appointed and have worked quickly to ensure improvements in mathematics and science. The headteacher regularly monitors the school's work and scrutinises effectively all aspects of teaching, learning, assessment and behaviour.
- Teachers are well supported to improve their teaching through the provision of effective training and the sharing of good practice with colleagues. This has improved weaker teaching, addressed inconsistencies in the teaching of mathematics and science and led to consistency in the application of the school's behaviour policy.
- These standards are now met.

## **Compliance with regulatory requirements**

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

## School details

Unique reference number	144717
DfE registration number	884/6016
Inspection number	10094624

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent school
School status	Independent special school
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in the sixth form	N/A
Number of pupils on the school roll	4
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Caretech Community Services Limited
Chair	Declan Tuer
Headteacher	Becky Cooper
Annual fees (day pupils)	£33,600
Telephone number	01886 883821
Website	No website available
Email address	<a href="mailto:becky.cooper@caretech-uk.com">becky.cooper@caretech-uk.com</a>
Date of previous standard inspection	8–10 May 2018

## Information about this school

- Hidelow Grange School is an independent special school located in Herefordshire. It provides education for pupils between the ages of 11 and 18 who are experiencing social, emotional and mental health difficulties.
- The school does not use alternative provision or any other sites.
- Typically, pupils attending the school have either been excluded or were at risk of

exclusion from their previous setting.

- Pupils attending the school are in the care of the local authority. There are currently four pupils on roll, one in Year 9, one in Year 10 and two in Year 11. Two pupils have education, health and care plans to meet their specific needs.
- In addition to the headteacher, the school employs three full-time teaching staff.
- The school aims to address the individual social, emotional and learning needs of its pupils by developing their self-esteem and teaching them to make appropriate choices to enable them to continue on into further education and employment.

## Information about this inspection

- This inspection was carried out at the request of the regulation authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection. This was the first monitoring inspection since its last full inspection.
- The school was last inspected in May 2018, when it was judged to require improvement. Independent school standards in relation to the quality of teaching, learning and assessment; the welfare, health and safety of pupils; and leadership and management were judged to be unmet.
- The school submitted an action plan outlining its proposals to address the unmet standards. The action plan was evaluated in December 2018 and judged to be acceptable.
- Several key policies were examined, including policies for safeguarding and child protection; teaching, learning and assessment; and recording and reporting. In addition, policies and practices relating to the management of pupils' behaviour were scrutinised with the headteacher.
- Meetings were held with the headteacher and the inspector held a telephone conversation with a representative of the school's proprietor.
- The inspector also spoke with members of staff and with pupils.
- With the headteacher, the inspector jointly observed teaching in a mathematics lesson.
- In view of issues raised at the previous inspection, the inspector and headteacher scrutinised work in pupils' books in mathematics and science.

## Inspection team

Michael Onyon, lead inspector

Ofsted Inspector

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