

# The Stables

The Old Rectory, Old Rectory Road, Brumstead, Norwich NR12 9EU

**Inspection dates**

11 September 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

#### *Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)*

- This independent school standard relates to the quality of curriculum policies and plans at the school.
- At the time of the standard inspection, the schemes of work found at the school were not adapted well enough for the needs and aptitudes of the pupils. Leaders have made the necessary improvements.
- Leaders have written a suitable curriculum policy that reflects the school's approach to delivering a balanced curriculum covering a wide range of subjects. The policy outlines how teachers adapt the learning to meet individual pupils' needs.
- The headteacher and the deputy headteacher use and adapt schemes of work that meet the expectations of the national curriculum. Plans are in place for the long term, over a number of weeks and also daily plans where required.
- All plans and schemes seen are age- and stage appropriate. Leaders have considered how the curriculum is planned to help pupils meet the requirements of their education, health and care (EHC) plan.
- Leaders have ensured that the requirements of these paragraphs included in this standard are now met.

#### *Paragraph 3, 3(a), 3(c), 3(d)*

- This independent school standard relates to the quality of teaching at the school.
- In the March 2019 standard inspection, the quality of teaching across the school was not consistently high. Planned work did not build on what pupils already knew and could do. Older pupils were not making as much progress as they should. Leaders have made the necessary improvements, as stated in their action plan to the Department for Education (DfE).
- Leaders have continued to improve the quality and consistency of teaching across all age ranges. Work in older pupils' books demonstrates a significant improvement since the

previous inspection.

- Pupils are provided with work across a wide range of subjects. In English, mathematics science and history, teachers plan interesting activities to help pupils remain enthusiastic. Pupils talk about their learning and are proud of their achievements.
- Pupils understand what they are learning and know the targets that have been set for them. Leaders have used pupils' EHC plans effectively to set meaningful targets for each pupil so that pupils can achieve well. Pupils relish the rewards they receive when targets are reached.
- Pupils are taught in small groups and classes. Each class is set up to celebrate pupils' work in a variety of subjects. Resources are suitable and of good quality. Where pupils require even greater levels of support, leaders have thoughtfully provided the necessary resources to meet individual needs.
- Leaders recognise that there is still more to achieve to ensure pupils make the best possible progress they can. More can be achieved to ensure that there is a cohesive approach to the teaching of reading, so that pupils are better prepared for the next steps in their education when they leave the school at 14 years of age.
- Leaders have ensured that the requirements contained in these paragraphs in the standard are met.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b)*

- This independent school standard was not met at the inspection in March 2019 because leaders had not ensured that all the independent school standards were consistently met.
- The DfE requested that leaders provide an action plan, which was judged to be suitable. Leaders have diligently followed the actions and timescales outlined in the plan. Consequently, leaders have demonstrated that they now meet the standards in full.
- The proprietorial body is holding leaders to account for the quality of education, and the safety and welfare of pupils at the school. Minutes of regular meetings show that leaders are asked appropriate questions about how well pupils achieve. The proprietorial body offers suitable challenge and support, so the school continues to improve.
- As was the case in the previous inspection, safeguarding remains effective. Detailed records of staff recruitment are in place. The school has updated its safeguarding policy and staff have been trained with the most recent and relevant information. There is a clear culture of safeguarding with well-trained staff.
- One highly evident feature of the school is the passionate determination of leaders, staff and other senior staff. The quality of relationships between adults and pupils is clear and highly effective. Pupils settle quickly and participate enthusiastically in activities. During the inspection, pupils joined in the outdoor learning activities with enjoyment, listening attentively to the instructor. They were respectful and courteous and demonstrated a keenness to learn.
- Leaders are supported by an educational consultant who is employed at the school on a

part-time basis. Policies and practices have been written and updated so that leaders continue to identify and systematically improve the school's performance. Leaders have an accurate understanding of the school's strengths and weaknesses. They have firm plans to improve further.

- Leaders have ensured that the requirements contained in the standard 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.

## **The school now meets the following independent school standards**

### **Part 1 The quality of education**

- 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 subparagraph (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;
- 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(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 pupils, and ensures that these are taken into account in the planning of lessons.

### **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;

## School details

Unique reference number	145960
DfE registration number	926/6018
Inspection number	10119763

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 status	Independent school
Age range of pupils	6 to 14
Gender of pupils	Mixed
Number of pupils on the school roll	12
Proprietor	Clover Childcare Services Ltd
Headteacher	Natasha Foucher
Annual fees (day pupils)	£31,200
Telephone number	01692 581467
Website	No website
Email address	<a href="mailto:head@thestablesschool.co.uk">head@thestablesschool.co.uk</a>
Date of previous standard inspection	12–14 March 2019

## Information about this school

- The Stables is an independent special school that opened in September 2018. It is registered to take 22 pupils, aged six to 14, who have social, emotional and mental health difficulties.
- Pupils are children who are looked after and are placed at the school by local authorities. All pupils on roll have personal education plans (PEPs) and EHC plans.
- Staff are supported by medical practitioners, including a clinical psychologist.
- The school does not use any alternative provision.
- To date, Ofsted has conducted a pre-registration visit, one standard visit and evaluated one action plan. These are:
  - July 2018, a pre-registration visit was carried out and registration was recommended

- 12 March 2019, a standard inspection, when the overall effectiveness of the school was judged to require improvement
- 28 June 2019, an evaluation of an action plan, which was judged to be acceptable.

## Information about this inspection

- This inspection was carried out at the request of the registration 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 the standards inspection in March 2019, when the school was judged to require improvement.
- The inspection was conducted with no notice.
- The inspector held meetings with the headteacher, deputy headteacher and a consultant employed by the school. The inspector spoke with a representative of the proprietorial body who is part of the senior management of the children's home.
- The inspector conducted a tour of the school, speaking informally with pupils and considering the work produced in books.
- Pupils' workbooks were analysed to assess the quality of teaching and learning since the previous inspection.
- The inspector scrutinised the curriculum policy, school curriculum plans for the year, the safeguarding policy, the single central register of employment, and minutes of proprietorial body meetings. This was to determine the progress the school has made since the previous inspection.

## Inspection team

Kim Hall, lead inspector

Her Majesty's Inspector



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