

# Inspection of Wribbenhall School

21 Crundalls Lane, Wribbenhall, Bewdley, Worcestershire DY12 1JL

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Inspection dates: 8–10 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not previously inspected
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils' well-being is at the heart of this school. There is a family atmosphere and staff provide caring support for pupils. This support keeps pupils safe and helps them to focus on what they are learning.

Staff know the pupils well and adapt activities to capture every learning opportunity. Leaders ensure that pupils' progress in personal development is equally important as academic progress. Pupils love Daisy, the school dog. They say that she is fun to play with, but also helps them to calm down when they need to.

The school specialises in support for pupils who have experienced trauma and who have additional social, emotional and mental health (SEMH) needs. Pupils' behaviour is well managed because staff respond sensitively when pupils struggle to concentrate. Helping pupils to understand how their actions affect others is a priority. Pupils say that bullying does not happen and, if it did, pupils know that staff would sort it out quickly. Pupils enjoy coming to school. This is reflected in their high attendance.

## **What does the school do well and what does it need to do better?**

Leaders have designed an ambitious curriculum in line with national curriculum expectations. Staff plan learning to ensure that they address any gaps in pupils' knowledge before they move on, particularly in reading, writing and mathematics.

Pupils read fluently and apply their phonics skills well to read unfamiliar words. Teachers choose reading books that are broadly matched to the letters and sounds that pupils know. However, support staff have not yet received training to support pupils' phonics development. This means that they cannot provide the best support when pupils find it hard to sound out a word. When they listen to pupils read, staff do not model the correct phonics sounds.

Pupils study a range of subjects, other than mathematics and English, through engaging topics such as the Black Death. Pupils enjoyed finding out about life during the plague years and were able to describe how the plague spread. However, not all subjects are covered in as much depth as English and mathematics. This is partly because leaders prioritise reading, writing and mathematics, as well as pupils' social and emotional needs. Teachers do not have sufficient subject knowledge in subjects such as physical education (PE) to prepare demanding work for pupils when they go into key stage 2.

Support for pupils' personal development is a strength of the school. This reflects the school's nurturing ethos and philosophy. Staff plan opportunities for pupils' spiritual, moral, social and cultural development across all subjects of the curriculum. Pupils learn to understand the world around them by discussing topics such as recycling, staying safe, respect and tolerance. Through the school council,

they learn about democracy. In religious education, pupils develop an appreciation of the significance of religious events, such as Easter and Diwali.

In personal, social, health and economic (PSHE) lessons, pupils learn about healthy relationships. Staff encourage pupils to take responsibility for their words and actions and to reflect on how they make others feel. Staff provide intensive support to help pupils focus on their learning. Leaders recognise that pupils need to work towards increased independence as they move into key stage 2.

The proprietor of the school is also the headteacher and the school's only qualified teacher. Using his experience of teaching in mainstream schools, the proprietor has designed a flexible curriculum to address pupils' needs. Staff understand and share his vision. They enjoy working at the school and say that leaders look after their well-being.

The proprietor has ensured that the school meets all the independent school standards. The relevant policies are available on the school's website, including for safeguarding, anti-bullying, complaints and admissions. The safeguarding policy reflects recent government guidance and the local context of the school. Leaders have adapted the school building to meet pupils' needs. Leaders have ensured that the school complies with Schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff receive regular training in safeguarding, including preventing radicalisation and child exploitation. Staff are vigilant, and records show how leaders ensure that any concerns are followed up with external agencies when necessary.

Pupils are well supervised at all times. Detailed risk assessments are in place to mitigate any identified potential risks, such as when travelling to community facilities for sports or when visiting places of local interest.

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

### **(Information for the school and proprietor)**

- Support staff do not support pupils' phonics learning effectively because they do not model the correct sounds. They have not benefited from appropriate training. Leaders should ensure that staff receive training in synthetic phonics so that they can support and reinforce pupils' phonics skills more effectively.
- Currently, some curriculum subjects are not covered in as much depth as English and mathematics. This is because, at present, the school only has key stage 1 pupils, and leaders have prioritised the curriculum appropriately to address their needs. As pupils move into key stage 2, leaders should ensure that teachers'

subject knowledge is developed so that they can plan carefully sequenced lessons, covering subject-specific content in sufficient depth.

- Staff provide calm and careful support to help pupils focus on their learning. However, this approach can sometimes foster overdependence, which means pupils give up easily without adult support. Leaders should ensure that, as pupils progress through key stage 2, teachers develop strategies and routines that support pupils to develop the independence and resilience they need for learning in key stage 2 and beyond.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	145493
<b>DfE registration number</b>	885/6046
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10193303
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	2
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Mr Ellis Clifford Wells
<b>Chair</b>	Ms Linda Minnock
<b>Headteacher</b>	Mr Ellis Clifford Wells
<b>Annual fees (day pupils)</b>	£46,000
<b>Telephone number</b>	01299 405383
<b>Website</b>	<a href="http://wribbenhallschool.co.uk">wribbenhallschool.co.uk</a>
<b>Email address</b>	<a href="mailto:ewells@wribbenhallschool.co.uk">ewells@wribbenhallschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Wribbenhall School is an independent specialist provider of alternative provision, catering for pupils with a range of SEMH needs.
- This is the school's first standard inspection. The school opened on 7 March 2019.
- Pupils who attend the school usually have an education, health and care plan.
- The school is located in the proprietor's home on the outskirts of Bewdley.
- The school does not use any alternative provision.

## Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- The inspector carried out a range of evidence-gathering activities, including:
  - meeting with the proprietor to discuss the school's compliance with the independent school standards, curriculum plans and safeguarding and assessment of pupils' progress
  - observing lessons in early reading, mathematics, English and PSHE
  - listening to pupils read to a familiar adult
  - looking at work in pupils' books
  - reviewing documentation relating to health and safety, safeguarding, curriculum plans, school development and the school's self-evaluation
  - observing pupils on arrival and departure, and at breaks and lunchtimes
  - meeting with the governor of the school.

## Inspection team

Jane Spilsbury, lead inspector

Her Majesty's Inspector

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