

Wathen Grange School

Church Walk, Mancetter, Atherstone, Warwickshire CV9 1PZ

Inspection dates

17 March 2022

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), 2(2), 2(2)(b), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h)

- At the time of the previous standard inspection in October 2021, the school's curriculum was weak. It was not broad or ambitious. Pupils did not have access to the full range of curriculum subjects. Leaders had not organised learning well in each subject. This meant that pupils experienced muddled sequences of lessons. Many staff lacked the expertise and subject knowledge to teach the subjects they were teaching.
- Leaders have restructured the school day. This means that pupils now spend more time learning in the classroom each day. Leaders have used this time sensibly. Pupils now learn a broad range of subjects. For instance, pupils now learn geography and religious education.
- Leaders know that staff lack the knowledge and expertise to construct a curriculum in most subjects. They have rightly prioritised training for themselves and teachers. This training is starting to help leaders understand how to build a well-sequenced curriculum. However, this work has only recently started and is yet to have any impact.
- Despite some small improvements, the curriculum in each subject remains weak. All pupils learn the same curriculum in some subjects, regardless of their year group or prior knowledge. This is because leaders have no long-term view of how pupils' knowledge builds over time. Leaders are yet to develop appropriate long-term plans and schemes of work. Hence, pupils continue to experience a jumbled series of lessons with no clear direction or purpose to their learning.
- At the previous standard inspection, pupils with special educational needs and/or disabilities (SEND) did not receive effective support. This is still the case. Staff are not familiar with pupils' education, health and care (EHC) plans. This means that they do not know how to tailor learning to best meet pupils' needs.
- Teachers do not have a good understanding of some of the subjects they teach. They lack sufficient subject knowledge in some subjects. This is because leaders have not

provided them with the subject training they need. This means they do not know the key building blocks of knowledge that pupils should know and remember.

- Leaders have taken action to ensure that classrooms are suitably resourced. However, resources are not always of a good quality and range. This is because teachers do not have the subject knowledge to know if a resource is effective.
- At the last standard inspection, leaders had not made the development of pupils' reading a high enough priority. This remains the case. Pupils who need help to improve their phonics knowledge are not well supported. Staff do not have the knowledge, training or resources they need to help pupils improve their reading.
- Some members of staff are temporary and have not had adequate induction or training. Leaders have asked them to lead and teach subjects where there is no curriculum in place.
- These paragraphs remain unmet.

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

- At the time of the previous standard inspection, pupils were not well prepared for their next step in education, employment or training. Leaders have taken steps to improve this provision. Leaders have provided all pupils in Year 10 and 11 with some impartial careers guidance. Pupils are supported to visit colleges and employers. Leaders plan to strengthen careers education further through additional resources and staff training. However, this is yet to happen. Pupils in Year 8 and 9 receive limited careers education.
- These paragraphs remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b)

- At the inspection in October 2021, the arrangements for safeguarding were not effective. Leaders had not ensured that there were enough experienced staff to help pupils behave safely. Some staff were unclear about what to do if they had a safeguarding concern, and record-keeping was not well organised.
- Leaders have put a compliant safeguarding policy in place. This is available on the school's website. It reflects the latest statutory requirements, including the September 2021 'Keeping children safe in education' update.
- Leaders have taken significant steps to improve the culture of safeguarding. They have reviewed all safeguarding arrangements and made improvements. Leaders provide ongoing safeguarding training for staff, including a formal annual update. They keep records so that they know that all staff have attended. Staff can now explain what to do if they have a concern about a pupil or member of staff.
- Leaders have introduced new systems for recording safeguarding concerns. They have given staff training on how to use the new systems. Staff know that all concerns must be reported in writing. Leaders follow up concerns in a timely manner.
- Leaders have not made sure that the school's single central record meets requirements.
- These paragraphs remain unmet.

Paragraphs 9, 9(b)

- At the previous inspection disruptive behaviour and swearing were common across the school. Many members of staff were temporary and had not been offered enough training to support them in their roles.
- Leaders have taken action to reduce disruptive behaviour. They have written and introduced a new behaviour policy. However, staff are not yet applying this consistently. Incidents of pupils' disruptive behaviour and swearing still occur too frequently. Temporary staff still lack sufficient training to support them in dealing with poor pupil behaviour.
- These paragraphs remain unmet.

Paragraph 15

- At the previous inspection, the proprietor had not made sure that attendance was managed correctly.
- Leaders have made sure the attendance registers are maintained accurately. Leaders have ensured that they are following Department for Education (DfE) guidance for the recording of absence and attendance.
- This previously unmet paragraph is now met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 21(1), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(iv), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b)

- At the previous inspection, these paragraphs were met.
- The proprietor has not ensured that all the required information is recorded in the single central record. They have not indicated whether a prohibition from teaching check has been completed. The single central record does not indicate whether checks on people who have lived or worked outside the United Kingdom have been completed. In addition, there is no record of any checks to establish a person's right to work in the United Kingdom.
- Leaders have completed identity checks and checks of professional qualifications. However, they have not recorded the date each check was completed.
- These previously met paragraphs are now unmet.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(h), 32(1)(i)

- At the previous inspection, leaders had not provided local authorities with annual reports to show how funding provided by these authorities for each pupil placed at the school was being used. Leaders now keep records of how much money they receive for each pupil and how they spend it. They provide this information to relevant local authorities.
- Leaders provide information to the relevant local authority for the annual review of a pupil's EHC plan. They collect this information carefully and thoroughly.
- These previously unmet paragraphs are now met.

- *Paragraphs 32(1), 32(1)(d)*
- At the previous inspection, these paragraphs were met.
- The school's website does not provide a link to the most recent inspection report.
- The requirement of this paragraph is unmet.
- Overall, the standards in this paragraph remain unmet.

Part 8. Quality of leadership in and management of schools

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

- At the last standard inspection, leaders' self-evaluation of the school's strengths and areas for improvement was weak. As a result, the proprietor and leaders did not have an accurate view of the quality of education pupils received.
- Since the previous inspection, leaders have sought advice and undertaken training to help them improve the quality of education. They have started to work with an external consultant to tackle weaknesses and improve the curriculum, safeguarding culture and pupils' behaviour. The proprietor and school leaders continue to be forward looking in working to improve the school.
- Leaders have brought about some improvements to the school, especially regarding safeguarding. Plans are in place so that leaders meet the remaining unmet standards. However, many weaknesses have not been addressed. Many actions are still at the early stages of implementation.
- The proprietor and leaders have not responded quickly enough to improve the quality of education and behaviour of pupils. All staff at the school continue to want to do their best. They remain keen to improve things. However, they lack the expertise, direction and training to do this.
- The school does not meet the independent school standards in this part.

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. 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	134614
DfE registration number	937/6104
Inspection number	10226444

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	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	12
Number of part-time pupils	0
Proprietor	Viron Mangat
Headteacher	Mr Rob Maddox
Annual fees (day pupils)	£39,925
Telephone number	01827 714454
Website	www.wathengrange.com
Email address	contact@wathengrange.com
Date of previous standard inspection	12–14 October 2021

Information about this school

- Wathen Grange is a small, independent day school situated in Atherstone. The school offers up to 20 places for boys and girls who have social and emotional difficulties. Pupils are placed at the school via several local authorities. All pupils have an EHC plan.
- The school is housed in a former church school building. It contains several classrooms, a large dining area and a secure outdoor space.
- The school was last inspected in October 2021. This was a standard inspection.
- At the time of this inspection, the school was not making use of alternative providers. Pupils do take part in several off-site activities.

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 school's first progress monitoring inspection following the standard inspection that took place in October 2021. At that time, it was found to have several unmet standards. The DfE required the school to prepare an action plan outlining how it would address the unmet standards. This plan was judged to be acceptable in January 2022.
- This inspection was conducted with no notice.
- The inspector spoke to the proprietor, the headteacher, senior leaders, teachers and other staff.
- The inspector spoke to pupils and visited some lessons as well as viewing pupils' work from a range of subjects.
- The inspectors reviewed school policies and documentation relating to the previously unmet standards. This included documentation relating to safeguarding.

Inspection team

Ian Tustian, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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
 - 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)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential.
- 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(e) demonstrates good knowledge and understanding of the subject matter being taught
- 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
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

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
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively

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.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills.

Part 4. Suitability of staff, supply staff, and proprietors

- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether–
 - 21(3)(a)(i) S's identity was checked
 - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications
 - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e), including the date on which each such check was completed or the certificate obtained; and
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection.

The school now meets the following requirements of the independent school standards

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State; and
 - 32(1)(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority.

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 1231, 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/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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022