

Quorn Hall School

Quorn Hall, Meynell Road, Quorn, Leicestershire LE12 8QG

Inspection date

5 March 2024

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) to 2(1)(b)(i)

- At the previous inspection, the inspectors found that the school did not have a consistent approach to teaching pupils how to read. Not all staff knew how to support pupils to develop their reading skills. Pupils who were at an early stage of learning to read did not always get the help that they needed. Pupils did not become accurate and fluent readers quickly enough.
- There is now a fully planned and sequenced phonics programme in place. All staff have been trained to understand the school's approach to teaching phonics. The majority of teachers who are teaching phonics have undertaken extensive training to do so. They have an appropriate understanding of how best to teach based on pupils' starting points.
- All pupils have been assessed to identify gaps in their phonics knowledge. Pupils' starting points in the programme have been matched to their identified needs. The school plans to carry out regular assessments to check on how pupils are getting on.
- The school has purchased reading books that are closely aligned to the phonics programme. As a result, pupils have access to reading books that help them to practise what they have learned and to develop fluency in reading.
- Beyond phonics, the reading curriculum is now planned across all key stages. Pupils follow a well-sequenced programme. The school has identified which texts, authors and genres pupils will study. There is clarity about the precise things that pupils are expected to learn while reading these.
- Reading has been prioritised on the timetable. It is now taught every day, in all key stages. Reading areas are well organised. Displays and posters are used to promote a love of reading.
- Pupils say that the reading curriculum is motivating them to read a wider range of books. They enjoy listening to their teachers read.

- At the standard inspection, the inspectors found that the school's curriculum was not well developed in some subjects, particularly in the primary-phase provision. The curriculum did not always make clear what pupils needed to know and when in these subjects.
- The school now provides a broad and well-planned curriculum. Subjects are supported by written schemes of work that take account of pupils' ages, aptitudes and needs. These are implemented with increasing effectiveness.
- The school has extended the range of subjects taught in key stage 2. Pupils now benefit from well-planned curriculums in English, mathematics, history, geography, art, food technology, physical education, personal, social and health education (PSHE), outdoor learning and science.

Paragraph 3, 3(a), 3(c) to 3(h)

- At the standard inspection, the inspectors found that some staff did not have a secure knowledge of the subjects that they were teaching. They sometimes chose unsuitable methods to deliver new subject content. They struggled to adapt how they taught the curriculum to meet pupils' needs, as outlined on pupils' education, health and care (EHC) plans. As a result, pupils could not always remember what they had learned.
- The school has re-evaluated its deployment of staff. Staff now have the necessary knowledge to teach the subjects to which they have been deployed. The school has restructured its staffing complement in key stage 2. Additional, suitably experienced staff have been appointed to the primary phase. The school continues to recruit to complete this process.
- A new, comprehensive quality assurance programme has been introduced. This has resulted in teachers being given regular feedback to improve their teaching. Leaders follow up on identified areas for improvement to make sure that they have been addressed. Senior leaders evaluate the outcomes of quality assurance work to gain a fully rounded view of where strengths and weaknesses lie. They use this to inform the school's training programme.
- Teachers have been trained in a range of subjects, including reading and phonics. They have been trained to select the most effective teaching methods and resources. Leaders' records demonstrate that this is continuing to have a positive effect.
- Staff have undertaken further training in relation to teaching pupils with special educational needs and/or disabilities (SEND). Training has covered the school's graduated approach and how the longer-term targets in EHC plans are broken down to more shorter-term aims.
- Those responsible for the provision for pupils with SEND have worked quickly to ensure that these pupils have shorter-term targets that are specific and measurable. They check to make sure that teachers are working towards these targets effectively in lessons.
- Staff say that their teaching has improved due to leaders' increased levels of challenge and support. They say that the new quality assurance processes have brought about significant improvements.
- These requirements of the independent school standards (the standards) are now met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5 to 5(b), 5(b)(v)

- At the standard inspection, the inspectors found that some aspects of pupils' spiritual, moral, social and cultural understanding were not promoted well. Pupils' knowledge of different cultures and religions was limited.
- The school's PSHE programme ensures that pupils learn about a range of different cultures and religions. This has been strengthened by a 'cultural calendar' that teaches pupils about a wide range of celebrations and events from around the world. These include Ramadan, Eid, Passover and the Chinese New Year.
- Pupils remember the content that they have learned. For example, they are able to explain what Chinese New Year is and describe how it is celebrated. They know that 2024 is the Year of the Dragon.
- The school is continuing to strengthen this aspect by planning a programme of visits to local places of worship. They are finalising their curriculum for religious education.
- These requirements of the standard are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b), 32(1), 32(1)(c)

- The school's safeguarding policy continues to meet requirements and to be fit for purpose. It is readily available on the school's website and is implemented effectively.
- The school's safeguarding policy is commonly understood and applied. Regular training and reminders ensure that all staff understand their responsibilities.
- Safeguarding records are robust and fit for purpose. Those responsible for safeguarding regularly check records to identify any emerging trends or patterns. When pupils need help, support is put in place quickly.
- The school checks closely on the content that pupils access online while in school. There are suitable filtering systems in place.
- These requirements of the standards continue to be met.

Paragraph 9, 9(b)

- At the standard inspection, the inspectors found that expectations of how pupils should behave were not commonly understood or shared by all staff. Staff did not always feel well supported when pupils became dysregulated. Some pupils did not learn how to manage their emotions and feelings as well as they should.
- The school has overhauled its behaviour policy. Staff have been trained in how to apply it. A senior leader has been deployed, full time, to ensure that the policy is being implemented effectively. They provide staff with daily feedback.
- Staff have been trained to manage instances when pupils become dysregulated. They have been trained to use de-escalation strategies.

- Daily debriefing sessions have been introduced so that incidents of poor behaviour can be evaluated. Staff have a consistent understanding of how to manage any repeated incidents.
- Leaders now track and evaluate incidents of poor behaviour closely. They use this to inform the provision that is put in place for pupils.
- Procedures at the start and end of the school day have been re-evaluated and improved. Pupils now experience a calmer start and end to their school day. Pupils' safety in the car park has been prioritised.
- Around the school, relationships between staff and pupils are positive. Pupils say that behaviour has improved and that staff are effective in providing help and support where needed. Staff confirm that the changes in the school's approach to managing behaviour are working well. They say that the approach is consistent. They feel well supported by leaders.
- These requirements of the standard are now met.

Paragraph 14

- The school ensures that pupils are properly supervised through an appropriate deployment and ratio of staff.
- This standard continues to be met.

Paragraph 16 to 16(b)

- The school has a written risk assessment policy that is implemented effectively. The school's suite of risk assessments appropriately identify risks and how these are to be mitigated for.
- This standard continues to be met.
- The school now meets the previously unmet requirements in this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1) to 34 (1)(b)

- At the standard inspection, the inspectors found that the proprietor had not ensured that all the standards were met. Some aspects of the curriculum were not of a consistently good quality or implemented effectively. The school's approach to managing pupils' behaviour was inconsistent. Pupils did not have sufficient opportunities to learn about different cultures, faiths and beliefs. Inspectors found that there had been many staff changes at the school. As a result, some planned improvements had been delayed or had not been implemented effectively.
- Despite some changes since the previous inspection, leaders have stabilised staffing. The proprietor has reviewed the school's staffing complement and is in the process of recruiting to remaining vacant positions. However, recent changes in senior leadership have brought around significant and well-paced improvements.
- Leaders have addressed the weaknesses in the curriculum and its implementation that were identified at the standard inspection.
- The school's approach to managing pupils' behaviour is now consistent.

- The proprietor has ensured that the previously unmet requirements in the parts relating to the quality of education and pupils' spiritual, moral, social and cultural development are now met.
- These requirements of the standard in this part 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. 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; 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 education, health and care 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 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 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-

- 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- 5(b) ensures that principles are actively promoted which–
- 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
- 9(a) a written behaviour policy that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
- 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.

School details

Unique reference number	135530
DfE registration number	855/6041
Inspection number	10332679

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 17
Gender of pupils	Mixed
Number of pupils on the school roll	76
Number of part-time pupils	8
Proprietor	Cavendish Education Ltd
Chair	Aatif Hassan
Headteacher	Mrs Vanessa Bingham (Interim headteacher)
Annual fees (day pupils)	£73,144 to £96,921
Telephone number	01509 414338
Website	www.quornhallschool.com
Email address	info@quornhallschool.com
Date of previous standard inspection	3 to 5 October 2023

Information about this school

- Quorn Hall School is registered to provide education for up to 85 pupils aged 6 to 17 years. There are currently 76 pupils on roll.
- The school offers specialist provision for pupils with social, emotional and mental health needs. Some pupils have a diagnosis of autism. All pupils have an EHC plan each.
- The school's most recent standard inspection took place from 3 to 5 October 2023.

- Cavendish Education Limited became the proprietor of the school on 31 January 2020. The school is one of four schools overseen by Newcome Education. This organisation is a sub-group of Cavendish Education Limited.
- The school changed its name from Gryphon School to Quorn Hall School in July 2020.
- The interim headteacher was appointed to the position in January 2024. The school is currently recruiting a headteacher to take up post in September 2024. There have been a small number of other staff changes since the previous standard inspection.
- At the time of the inspection, the special educational needs and/or disabilities coordinator had been in post for a very short period of time.
- Pupils at the school come from several local authorities.
- The school uses the services of one unregistered alternative provision as well as two unregistered off-site provisions.

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 that it was judged to not comply with at its previous inspection.
- The registration authority also commissioned for the inspection to consider the school's continued compliance with standards related to supervision and risk assessment.
- Following the most recent standard inspection in October 2023, the Department for Education (DfE) required the school to prepare an action plan. Ofsted evaluated the plan on the 9 January 2024. The DfE accepted the action plan.
- The inspection was carried out without notice, in line with the commission from the DfE. The inspection was the school's first monitoring inspection since the standard inspection.
- The inspector met with the head of school, the executive principal, the school's assistant headteachers and representatives of the school's senior leadership team. The inspector spoke with a representative of the proprietorial body.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; looked at records; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector discussed the curriculum with leaders, visited a sample of lessons, met with teachers, met some pupils to talk about their learning and looked at samples of pupils' work.
- The inspector scrutinised a range of documents relating to the school's provision, including the school's action plan, curriculum documentation, risk assessments and documentation relating to supervision of pupils.
- The inspector checked a sample of pupils EHC plans and plans related to pupils with SEND.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

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