

EASTWOOD GRANGE SCHOOL
MILKEN LANE
ASHOVER
NR CHESTERFIELD
DERBYSHIRE S45 0BA

Reporting Inspector: R G Dyke HMI

Date of Inspection: 9-11 May 2001

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Information about the school

Type of school:	Residential school for pupils with emotional and behavioural difficulties
Type of control:	Independent
Age-range of pupils:	11-16 years
Gender of pupils:	Boys
School address:	Milken Lane Ashover Nr Chesterfield Derbyshire S45 0BA
Telephone number:	01246 590255
Fax number:	01246 590215
Principal:	Mr J Julian Salt
Headteacher:	Mr Peter Brandt

Head of care: Mr Ray Scales
Proprietors: Mr J Julian Salt
Mr Ray Scales
DfEE number: 830/6013

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PARENTAL SURVEY

MAIN FINDINGS

Eastwood Grange is a school with high aspirations for the quality of its provision and for the success of its pupils. The school is achieving many of these aspirations and is well placed to develop further.

While direct evidence of rates of pupils' progress is limited, it is clear from the generally low level of attainment on entry and the success of older pupils in public examinations that the majority of pupils make good progress over time. Some make very rapid progress both educationally and socially as the school's combination of a planned and structured environment and care for individuals enables them to participate in learning. The academic progress of a small number of pupils with significant reading and writing difficulties is less secure. Pupils make satisfactory or better progress in the great majority of lessons and good or very good progress in half of lessons.

Pupils are admitted to the school with negative attitudes towards education reflecting past failures. Some younger and more recently admitted pupils are still in the process of developing good working attitudes. Over time, pupils' attitudes become more positive. Behaviour is generally good, although the nature of pupils' difficulties means that relationships between pupils, and between pupils and adults, are often volatile.

The school promotes good attendance and monitors this on a lesson-by-lesson basis. Attendance is satisfactory, although the intermittent poor attendance of a few pupils with difficult personal backgrounds, who have not always returned to school from home visits, lowers the overall attendance rate. The school has a small number of pupils, again with particular difficulties, who are occasional absconders.

The quality of teaching is often good or very good. It is satisfactory or better in the great majority of lessons and good or very good in two thirds of lessons. Teaching is less than satisfactory in a small proportion of lessons which are not taught by subject specialists.

The curriculum is broad and balanced and includes all subjects of the National Curriculum, as well as religious education. Personal, social and health education (PSHE) is timetabled but is not yet securely established and lacks a subject co-ordinator. Teachers have worked hard to develop subject policies and long-term topic cycle plans for most subjects. The school recognises the need to complete the detailed schemes of work which are currently being compiled, so as to provide units of study for all subjects.

Pupils are well prepared for the next stage in their education, with opportunities to enter for a range of accredited courses at Key Stage 4, to have work experience and to follow a well-planned programme of careers education and guidance.

Education and care staff work well together to support pupils with homework, to plan a range of out-of-school activities and to ensure that keyworkers meet together with individual pupils to assess progress against their personal targets.

Systems for the assessment and recording of pupils' levels of skills, knowledge and understanding are in the early stages of development. As a result, it is difficult for staff to demonstrate progress made over time. However, reports for six-monthly case reviews and annual review meetings are detailed and indicate attainments in most subjects as well as programmes of work covered.

The development of pupils' spiritual, moral, social and cultural understanding and awareness is a strong feature of the school.

Eastwood Grange provides a safe, secure environment for its pupils. The firm commitment to this effect in the school brochure is carried through into practice. Pupils are given clear guidance and support to improve their behaviour and relationships with others within the caring and structured educational and residential provision.

The school has high standards of health, safety and hygiene. Child protection procedures are in place and are followed by all staff. The rights, rules and responsibilities of both pupils and staff are well articulated and the behaviour policy emphasises a consistent approach to discipline.

Parents, carers and social workers are very positive about the support provided for pupils and the way in which the school meets the needs of their children. Links with the community are encouraged effectively.

The school's proprietors have a clear and appropriate vision for the nature and future of the school which they share with all staff and which is reflected in policies and in practice. Both the educational and residential aspects of the school are very well managed. As a result, and through additional effort on the part of the teachers, the school is functioning well during the long-term absence of the headteacher and following the departure of the deputy head to another post.

The school is adequately staffed, but lacks some specialist subject expertise within the teaching team. The extent and quality of professional development for all staff is a strength of the school. The residential accommodation provides a homely and pleasant environment, with single bedrooms for all pupils. There are few specialist subject teaching facilities, but the present building programme will provide a good range of specialist subject rooms and also enhance general classroom provision. Resources for learning and teaching are adequate for the needs of the curriculum, and the residences have a suitable range of materials for practical activities and play.

KEY ISSUES FOR ACTION

In order to further improve the quality of provision, the headteacher and staff with the support of the proprietors should:

- improve the quality of teaching in lessons currently taught by non-specialist teachers;
- continue to develop the planning of the curriculum in order to provide detailed schemes of work in all subjects;
- appoint a co-ordinator for PSHE;
- refine the system for the assessment and recording of pupils' progress;
- provide focused specialist support for pupils with significant problems in reading and writing;
- complete the current building programme as planned.

INTRODUCTION

Characteristics of the school

Eastwood Grange is an independent school and children's home, established in 1990, seeking approval from the Department for Education and Employment (DfEE) for up to 36 boys aged 11-16 years with emotional and behavioural difficulties. The school offers both 38 week and 52 week boarding facilities. At the time of the inspection there were 31 boys on roll, all of them 52 week boarders. Twenty-four pupils have statements of special educational need. Pupils are characterised by a disrupted educational experience in previous placements.

The school is in a rural area within the Peak District of Derbyshire. It occupies a former large country house in 15 acres of grounds to which a number of purpose-built additions have been made to provide further residential accommodation, classrooms and specialist teaching areas including a large sports hall.

There are five classes with an average of six pupils in each.

At the time of the inspection, the headteacher was absent following an operation and the deputy headteacher had taken up another post at the end of the previous term and had not yet been replaced. In order to cover the absences, the principal was undertaking an enhanced role, the school's behaviour consultant was acting assistant principal and other staff were undertaking additional duties. The inspection coincided with the school's administration of Key Stage 3 National Curriculum tests. Building work, forming part of the school's scheduled improvements to its teaching accommodation, was in progress.

The school's aims include:

- to provide pupils with a new beginning and a sense of optimism after previous failures;
- to offer a "24 hour" curriculum in which care, education and therapy combine to alleviate pupils' problems;
- to give pupils access to a broad and balanced curriculum including the National Curriculum;
- to return pupils to their own communities as soon as possible.

The fees are £1,400 per week (ie £72,800 per year for a 52 week placement).

Key Indicators

Attendance

Percentage of lessons missed through absence in the two terms prior to the inspection (Sept 2000-May 2001):

Authorised absence	Unauthorised absence
3.7%	5.1%

Exclusions

One pupil was excluded (permanently) during the previous academic year (1999-2000). There were no fixed-term exclusions.

Quality of teaching

Percentage of teaching observed which is:

	Percentage
Very good or better	30%
Satisfactory or better	83%
Less than satisfactory	17%

Attainment at Key Stage 3

National Curriculum Assessments

Number of registered pupils in final year of Key Stage 3 for latest reporting year (2000): 7

National Curriculum Test Results:	English	Mathematics	Science
Number of pupils at NC Level 5 or above	1	2	0
Number of pupils at NC Level 6 or above	0	0	0

Attainment at Key Stage 4

Number of 15 year old pupils on roll in January for latest reporting year (2000): 4

General Certificate of Secondary Education (GCSE) 2000

Subject entered (<i>4 pupils</i>)	Level attained
Mathematics	F
Mathematics	G
Mathematics	G
Mathematics	Ungraded
PE	G
PE	G
PE	Ungraded

Certificate of Educational Achievement (CoA) 2000

Subject entered (<i>3 pupils</i>)	Award attained
English	Distinction
English	Merit
English	Merit
Mathematics	Distinction
Science	Distinction
Science	Merit

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

The standards of attainment for most pupils are below national expectations for Key Stages 3 and 4, but are within the range expected for those with emotional and behavioural difficulties who have experienced significant disruption to their earlier education.

While direct evidence of rates of pupils' academic progress is limited, it is clear from the low baseline of attainment on entry and the success of older pupils in public examinations that the majority of pupils make good progress over time. Some make very rapid progress both educationally and socially as the school's combination of a planned and structured environment and care for individuals enables them to participate in learning. The progress of many pupils is far from steady, as personal setbacks and adverse effects from difficult home circumstances result in periods of standstill or temporary regression. The academic progress of a small number of pupils with significant reading and writing difficulties is less secure as they receive insufficient specialist teaching designed to address their difficulties. Pupils make satisfactory or better progress in the great majority of lessons and good or very good progress in half of lessons. Pupils make the best progress in the lessons where the teachers are specialists in the subject being taught.

Standards in English are satisfactory. Some pupils are achieving passes in GCSE English and a few pupils, by the end of Key Stage 3, are attaining National Curriculum levels 5 and 6 in reading and writing. Opportunities are provided for pupils to write for a range of purposes and audiences, but expectations are often limited and pupils frequently copy from the board or write in limited sentences on worksheets. Higher standards could be attained with further planning of units of study, a greater emphasis on spelling and written presentation, increased use of computers and the consideration of specialist teaching. At present all teachers are expected to teach this subject to their own class groups and some groups have more than one English teacher. The school's planned adoption of the National Literacy Strategy at Key Stage 3 should further improve standards of spelling, punctuation and grammar.

In lessons, pupils are encouraged to listen, ask questions and contribute ideas. Speaking and listening activities are included in planning and most pupils are confident to talk to visitors, discuss their work and engage in conversation at mealtimes.

In mathematics, many pupils within Key Stage 3 are working at levels often attained nationally within Key Stage 2. They are still acquiring familiarity and fluency with frequently used number relationships in addition, subtraction and multiplication, and are only beginning to recognise geometric shapes and to be able to identify their characteristics. However, by the end of Key Stage 4, many pupils are able to achieve accreditation in mathematics through Certificate of Achievement or GCSE. This represents good progress.

Science is well planned and, despite the present lack of specialist facilities, pupils are achieving well. A merit and a distinction were obtained in Certificates of Achievement last year and it is anticipated that Year 11 pupils could achieve passes as high as grade D in GCSE this year. Pupils benefit from having a specialist science teacher in Key Stage 4, who also teaches one class in Key Stage 3. New specialist accommodation will be available for science in September 2001 and resources will be extended and renewed at this time.

All pupils have made rapid progress recently in their use of information and communication technology (ICT), as, within this academic year, a specialist teacher

has been appointed, a scheme of work planned and a networked ICT work-base established. Key Stage 4 pupils have acquired new skills in areas which were formerly weak, and Key Stage 3 pupils are acquiring a sound basis in which to build further as they progress through a well-planned course. Pupils take a particular interest in the use of desk-top publishing software and many are becoming skilled designers of layouts of text and pictures to serve particular purposes. Pupils' use of ICT within their day-to-day work is limited as only one classroom has its own workstation.

Progress in design and technology is good, although the range of pupils' experiences is currently limited by the absence of facilities for work with wood, metal and other resistant materials pending the completion of the rebuilding programme. Pupils are engaged in activities which can be undertaken adjacent to the ICT equipment without generating dust or fumes. During the inspection, an older group of boys showed particular skills and enthusiasm in their use of sewing machines. ICT is well used to support pupils' work in design and technology.

Pupils make good progress in physical education, where the teaching of a well-planned programme focusing on the acquisition of key skills is supported by the recent completion of a purpose built sports barn.

While only a limited amount of teaching was seen in other subjects, evidence from records and from pupils' work indicates that they make at least satisfactory progress in geography, history, art and religious education. The rate and extent of pupils' progress in music and a modern foreign language is limited by the lack of specialist teachers in these subjects.

Pupils have the opportunity to undertake National Curriculum tests at the end of Key Stage 3. Pupils pursue nationally accredited courses including GCSE with a good degree of success in relation to attainment on entry to the school.

Attitudes, behaviour and personal development

Pupils generally have a positive attitude towards school, towards activities in the home setting and towards other pupils and adults. Pupils value their placement at Eastwood Grange and recognise the concern of adults for their welfare. In all lessons, pupils are improving their attitudes and work habits and are learning to control their behaviour. The oldest pupils have a particularly mature attitude to their work. Teachers make good use of questioning, particularly at the beginning of lessons; pupils enjoy these opportunities to air their knowledge and are pleased to find that earlier learning has an immediate value in succeeding lessons.

The school's lively assemblies often encourage pupils' informal participation, and, while pupils make good humoured and often insightful comments at these times, they control their excitement and enthusiasm so that the events remain ordered and constructive. Pupils show appreciation of the successes of others during assembly.

The variety of activities and the calm and homely atmosphere in the residential provision help to maintain pupils' positive attitudes and good behaviour. While records, reports and discussions indicate that there are difficulties with pupils' behaviour from time to time, the behaviour observed in the home setting was very

good throughout the inspection. Behaviour in classrooms is volatile at times as pupils come under a measured degree of pressure and challenge. In one younger class, a pupil's unsettling experiences on a recent home visit had carried over into school and the class had been further unsettled by the arrival of a new class member.

The school's reward system encourages pupils' good behaviour and effort in lessons. In all settings, adults show great patience in encouraging pupils to pay attention, to remain calm and to engage in tasks. This supports pupils' personal development well.

Attendance

The school records pupils' attendance particularly closely on a lesson by lesson basis. This enables the detailed monitoring of attendance and patterns of absence so as to identify particular events or subjects causing difficulties and provides a measure of pupils' improvement.

Attendance is satisfactory overall and the attendance of the majority of pupils in lessons is good. In relation to the background of long-term non-attendance at school of many of the pupils prior to admission to Eastwood Grange, this represents a considerable achievement for both pupils and staff. The intermittent poor attendance of a few pupils with difficult personal backgrounds, who have not always returned to school from home visits, lowers the overall attendance rate. The school has a small number of pupils, again with particular difficulties, who are occasional absconders.

QUALITY OF EDUCATION PROVIDED

Teaching

The quality of teaching is often good or very good. It is satisfactory or better in the great majority of lessons and good or very good in two thirds of lessons.

The best teaching occurs when lesson planning by subject specialists incorporates learning objectives which set out the subject-related skills and knowledge which will be developed during the lesson. Specialist teachers are able to plan lessons which catch pupils' interest and then teach the lesson in such a way as to achieve a fine balance between the degree of challenge in pace and questioning and the extent of pupils' tolerance and stamina. As lessons proceed, teachers also achieve an appropriate balance between explanation, questioning and individual practical work or study. The variety of activity helps to maintain pupils' interest. Good use is made of pupils' prior learning, so that acquired skills and knowledge are maintained over time. Teaching is less than satisfactory in a small proportion of lessons which are not taught by subject specialists where tasks are not well matched to pupils' capabilities or do not focus on subject-related skills or knowledge. The degree of expertise with which teaching assistants support pupils varies considerably. At best, the assistants play a valuable and sensitive supportive role, and use their close relationships with the most difficult pupils to great advantage in the lesson. On occasions, however, the supporters do too much for pupils, lack a clear role, or have insufficient expertise in the subject to support learning effectively.

Teachers plan lessons in detail within the context of medium term plans. However, schemes of work are not generally written in sufficient detail to guide non-specialists in establishing learning objectives and selecting the most appropriate teaching approaches and resources. This is a particular weakness in relation to personal, social and health education.

Relationships between staff and pupils are a strength. The teachers and other adults assisting in classrooms know the pupils well and share insights into the appropriate expectations of each pupil. Timely, good humoured and patient support is a feature within all lessons. Pupils who make a real effort with work or behaviour are very strongly encouraged. Positive initiatives by pupils, such as a pair of pupils within a younger class volunteering to work together, are particularly marked out for encouragement. Seating arrangements within classrooms provide pupils with plenty of elbow room, which helps to avert behavioural difficulties. However, at times, a greater degree of flexibility would be helpful. During class discussions, for example, it would be appropriate on occasions to re-group pupils and assistants so as to focus attention and discourage pupils from finding distracting items on or within their desks.

The curriculum and assessment

The curriculum is broad and balanced and includes all subjects of the National Curriculum, as well as religious education. PSHE is on the timetable but is not yet fully established and planned. PSHE includes aspects of drug and sex education and the latter is sensitively planned, with some individual counselling made available. Music and a modern foreign language are not strongly represented within the curriculum at present as the school lacks specialist staff for these subjects. All pupils have equal access to the whole curriculum.

Pupils are organised, wherever possible, within National Curriculum year groups; as a result all classes have a considerable range of ability. Time allocations are appropriate, though double 40-minute periods for some subjects, such as those for mathematics, English, geography and history in Key Stage 3, can be a challenge to pupils' powers of concentration.

Staff have developed detailed subject policies which are specific to the school's context. Long-term planning provides a valuable overview of topics to be covered in most subjects for each half term in Years 7 to 11. Staff recognise that the next step is to develop more detailed schemes of work for each subject, with units of study providing opportunities for assessment on completion. There are some good models within schemes for physical education (PE), science and English. The school's system of planning topics on a modular basis, which allows pupils entering school in mid-term or at other times to take up units of work immediately, has clear advantages. A suitable format has been agreed for lesson planning. However, not all staff are able to write clear learning objectives so as to provide the basis for evaluation and assessment.

Provision for pupils with literacy difficulties is not well developed. Pupils' personal targets need to be more specifically focused to enable those with more severe reading

and writing problems to improve their skills. Learning targets are often written for groups and are, in effect, class learning activities.

Pupils are well prepared for the next stage in their education. There are increasing opportunities to enter for a range of accredited courses at Key Stage 4. These include GCSE in English, maths, double science and PE, and the school is planning to extend accreditation to GCSE courses in humanities, ICT and art. Some pupils are entered for Certificates of Achievement. Work experience is planned very thoroughly, with extensive preparation of pupils by both teaching and residential staff. Risk assessments are made and pupils have to meet personal targets before they are allowed to begin their placements with a range of employers and workplaces.

There is a well-planned programme of careers education and guidance, beginning in Year 7. Pupils are also well-supported by the local careers service company which links with the pupils' home area careers service companies. A careers library is to be included within the new library when building work is completed. A triple lesson period on a Friday afternoon gives opportunity for pupils in Years 10 and 11 to engage in activities which are specifically vocationally or "life-skills" orientated. Some may attend courses at college or get involved in work on a local farm or in conservation work, while others remain at school to learn to cook, decorate and undertake other home-based activities. Activities related to vocational skills are also provided during evenings and weekends by residential staff.

Education and residential staff work effectively together to support pupils with homework, to plan a range of out-of-school activities and to ensure that keyworkers meet together with individual pupils to assess progress on their personal targets. Pupils are provided with a good range of camping, outdoor, sporting activities and day trips during the holiday periods.

Systems for the assessment and recording of pupils' levels of skills, knowledge and understanding are in the early stages of development. It is difficult, at present, for staff to demonstrate progress made over time. Staff are reviewing the tests which they use for initial assessments in English and mathematics. They are also attending courses, run by the local education authority, for the introduction of Progress Units in September 2001. Pupils in Year 9 are sitting National Curriculum assessment tests and tasks in the core subjects and end-of-unit tests are being developed in all subjects.

A marking policy has been agreed by staff but, in practice, marking tends to consist largely of congratulatory comments. These are often appropriate and encouraging, but it would be helpful to disseminate the best practice, where marking provides guidance for improvement and for correcting spellings and redrafting work. The system of record keeping for progress in subjects uses a published format for noting success at each level of attainment within the National Curriculum. Staff are aware that these broad steps need to be refined so as to record smaller increments in pupils' skills, knowledge and understanding.

Portfolios of pupils' work have been assembled, but these consist mainly of work chosen by the pupils, often having been on display. They are not annotated or organised so as to demonstrate progress over time. Pupils in Year 11 are beginning to collate their evidence for a final record of achievement.

Reports for six-monthly case reviews and annual review meetings are well detailed and provide indications of attainment in most subjects as well as programmes covered.

Pupils' spiritual, moral, social and cultural development

The development of pupils' spiritual, moral, social and cultural understanding and awareness is a strong feature of the school. Staff strive hard to create an environment which attempts to redress negative experiences in pupils' lives. An emphasis on "Rules, Rights and Responsibilities" permeates the life of the school. Daily acts of worship, regularly timetabled periods for religious education and some consideration of spiritual elements in the planning of subjects and communal events all contribute to the spiritual awareness of pupils.

Moral and social development is strongly encouraged in all aspects of provision. Education and residential staff work together to promote an understanding of acceptable and unacceptable behaviour. They help pupils to face up to the consequences of their actions and to consider their relationships with others. Mealtimes provide a well-structured and positive experience for pupils, while a good variety of evening and weekend activities are planned to involve pupils in collaborative working.

There are some effective initiatives to extend pupils' awareness of other cultures and traditions. These include regular elaborate lunch-time menus planned to demonstrate the cuisine of different countries and the study of different cultures, beliefs and traditions in religious education. As staff plan units of work in other subjects, it would be beneficial to consider how each unit could contribute further to raising awareness of other cultures, particularly in subjects such as art and music.

Support, guidance and pupils' welfare

Eastwood Grange provides a safe, secure environment for its pupils. The firm commitment featured in the school brochure is effectively put into practice. Pupils are given clear guidance and support to improve their behaviour and relationships with others, assisted by the caring and structured environment of the educational and residential provision.

Each pupil has regular tutorial sessions with his class teacher acting as his education keyworker, who then has half-termly meetings with the pupil and his residential keyworker. New pupils have weekly meetings with their class teachers. All pupils have behavioural targets in their individual education plans, but these are sometimes repeated for long periods and do not provide the same degree of specificity and measurable detail found in their care plans.

Pupils receive excellent standards of care in the residential houses. Well-planned care programmes, a range of activities and an increasing expectation of growing independence and responsibility for their own actions help pupils to mature. Pupils' medical needs are well met and the use of medication is recorded. Meals are of a very high quality; there is ample quantity and choice, and pupils express very positive views about their food.

Pupils are provided with a smart and practical school uniform which encourages them to acquire a sense of belonging to a group and to take a pride in their appearance. Each house has a range of ages within it. This enables new pupils to model their behaviour on the expected norms and provides a sense of family and community.

The school ensures that child protection procedures are in place and are followed by staff. There is a nominated child protection officer and all staff, on induction, have awareness of child protection policy and procedures included within their training, with further regular reviews during in-service training days. All staff are trained in a recognised approach to the physical management of pupils which ensures that appropriate methods of restraint are used when this is occasionally necessary.

Partnership with parents and the community

The parents and social workers are very positive about the support provided for pupils and the way in which the school meets the needs of children. There are a few parents who feel that the school could communicate more effectively with them. Parents or carers receive weekly telephone contact from their child's keyworker and six-monthly reports are provided.

Links with the community are encouraged. Some pupils attend weekly meetings of local organisations, such as army cadets.

There are strong links with the local careers service and visits are made to the careers office. Staff also maintain contact with the Learning and Skills' Council, the local Education and Business Partnership and colleges of further education.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

The leadership of the school is very effective. The proprietors have a clear and appropriate vision for the nature and future of Eastwood Grange which they share with all staff and which is reflected in policies and in practice. There is a consistent drive for quality and for improvement in all aspects of the school's functioning and provision.

Both the educational and residential provision within the school are very well managed. As a result, and through additional effort on the part of the teachers, the school is functioning well during the long-term absence of the headteacher and following the departure of the deputy head to another post.

Development planning reflects the school's priorities well; strengths and weaknesses are well known to the management team. As a result, many aspects of the school's work are developing strongly. Development plans are supported by action plans for individual subjects and for key stage groups. While most plans are for 12 months, the best of the action plans look further forward than a year, so that initiatives can be paced over a longer period and their funding planned well in advance.

The school makes good use of advisers from the local education authority to support improvement, including the observation of teaching and learning. Some of the school's senior managers have undertaken training to enable them to monitor the quality of teaching.

There are job descriptions for all members of staff which set out their principal responsibilities. A staff handbook is being assembled, so as to bring together the key policies and codes of practice and to support staff induction. Co-ordinators have been appointed amongst the teaching staff to lead developments in each subject of the curriculum with the exception of personal, social and health education which was formerly the responsibility of the deputy head. Each teacher has non-contact time allocated for subject co-ordination. Co-ordinators' roles do not yet include monitoring of the quality of teaching in their subjects, but the school is moving toward this development.

There are effective systems for communication between and within staff teams. There is a suitable pattern of staff meetings at all levels, with proceedings and decisions appropriately recorded.

The school's administration is very effective and pupils' and other records are maintained to a high standard. The administrative team make good use of information technology to manage routine tasks and finances.

Staffing, accommodation and learning resources

Staffing

At the time of the inspection, the headteacher was undergoing an operation which necessitated long-term absence, and the deputy head had departed to another post. The proprietors and the school's behaviour consultant were covering effectively for the absences with the support of teachers who had taken on additional roles, with some reduction in their non-contact time and for the support of pupils with additional needs. The school is adequately staffed with teachers, but lacks some specialist subject expertise within the teaching team. The recent appointment of a humanities teacher will improve the range of subject specialisms when the new teacher takes up post in September. However, the school will still need to consider how to provide specialist expertise in modern foreign languages and music and also the necessary expertise to diagnose and plan to meet specific learning difficulties in literacy.

Classroom support is provided both by staff with a specific role as teacher assistants and also by members of the residential team. The school is planning to employ one or more technicians to support science, design technology and ICT as the new facilities come into use and the school's computer network expands.

The proprietor who is head of care holds a professional child care qualification. There is a sufficient number of care staff to ensure the safety and well-being of the pupils, and many care staff have qualifications which are relevant to their roles. The school employs a small team of waking night staff in each house, with a member of the care staff in turn undertaking sleeping-in duty. There is a good staff induction process,

making use of a comprehensive published scheme which is very relevant to the school's context.

The extent and quality of professional development for all staff is a strength of Eastwood Grange. The school has gained the "Investors in People Award", which recognises its commitment to staff training and development. In addition to its role in enhancing staff expertise, staff training is used as a vehicle to share the vision and ethos of the senior managers. A training session for night staff, which was observed, was well managed and clearly contributed to the expertise and confidence of the team.

Accommodation

The residential accommodation provides a homely and pleasant environment, with personalised single bedrooms for all pupils. Each of the three houses has a lounge area and a games room. Displays of recent photographs of enjoyable off-site activities and holidays are a particular feature of the houses. There are sufficient general teaching bases, including a separate building for the oldest pupils. There are insufficient specialist subject teaching facilities but the present building programme will provide a good range of specialist subject rooms and a library. It will also improve the general classroom and residential provision. A sports barn, recently purpose-built, significantly enhances the provision for physical education lessons and also provides a valuable addition to the range of evening and weekend activities. The sports barn would benefit from a heating and ventilation system when funds allow. A large room within the main house provides for assemblies and for dining. All the accommodation is well maintained and cleaned. The spacious and well-kept site provides a pleasant setting for educational and residential activities.

Learning resources

Resources for learning and teaching are generally adequate for the needs of the curriculum. The recently established ICT suite enables whole class groups to access the network together. However, only one of the classrooms has a computer for day-to-day use. The school's stock of fiction and reference books in classrooms and residences includes too large a proportion of old and worn material, but the completion of the library and new classrooms is to be accompanied by a fresh investment in books and other materials. Resources for design and technology are developing well and are particularly well stored and organised for lessons. The residences have a suitable range of practical materials and play equipment including a central stock of canoes and motorised go-karts.

The efficiency of the school

The school's finances are well managed. Basic funding allocations are made to each subject, and particular developments within subjects are funded when these are agreed as priorities. The proprietors have a clear view of the timescale and sequence of future major capital developments. The school pursues the principles of best value at all times.

Health and safety issues

Health and safety is regarded as being of prime importance in the school. The school has a suitable system for identifying and responding to health and safety issues. Weekly staff meetings in houses maintain this as an agenda item, while regular minuted meetings of a Health and Safety group discuss and resolve any issues. Fire alarms are tested weekly and there are regular fire drills. The school and houses are kept clean and safe and minibuses are regularly checked and serviced. A small number of minor issues were identified for the school's consideration during the inspection.

INSPECTION DATA

Summary of inspection evidence

Observation of:

- all or part of 23 lessons, to a total of almost 14 hours' observation;
- assemblies;
- evening activities and bedtime routines;
- breakfast and morning routines;
- meal times;
- a training session for night staff;
- staff handover meetings.

Discussions with:

- the proprietors;
- members of the senior management team, teaching and support staff, residential staff including night staff, and administrative staff;
- pupils.

Scrutiny of:

- folders and displays of pupils work, exercise books;
- pupils' record files in education and care settings including statements and reviews;
- staff rotas;
- pupil handbooks;
- minutes of staff meetings;
- the school's documentation of policies and curriculum;
- incident and accident books;
- job descriptions;
- admission register;
- attendance records;
- plans for rebuilding and development.

Inspection of:

- the school site including new buildings in construction, accommodation and resources.

Appendix 1

Pupil and teacher numbers

Number of pupils (boys)	31
Number of pupils with a statement	24
Full-time qualified teachers	7
Part-time qualified teachers	0
Teaching assistants	3
Residential social workers (including seniors and night care staff)	37.9 full time equivalent

Appendix 2

Pupil numbers according to National Curriculum years

	Total (all boys)
Year 7 (age 11-12)	4
Year 8	7
Year 9	10
Year 10	4
Year 11 (age 15-16)	6
Total	31

Appendix 3

Placing authorities

Placing authority	Pupils
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Bradford SSD*	3
Bradford**	1
Bristol	1
City of Nottingham SSD	2
Greenwich	1
Kent	3
Kirklees	1
North East Lincolnshire	3
North Tyneside	3
Northamptonshire	2
Northumberland**	1
Northumberland/North Yorkshire**	1
Sheffield	3
Solihull	1
Stoke on Trent SSD	1
West Sussex**	1
Wirral*	1
Wirral SSD	1
Wolverhampton	1

*Social Services Department

**Placement jointly funded by the local education authority and social services department.

Appendix 4

Income

Income	Last financial year (2000-2001) (£)	Forecast this financial year (2001-2002) (£)
Basic budget	2,106,000	2,169,000
Grants	-	-
Income from facilities and services	-	-
Donations/private funds	-	-
Other income	-	-
Total income	2,106,000	2,169,000 (based on school's prediction of the average number of pupils on roll over year)
Average fee per pupil	70,200	72,800

SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	45
Number of questionnaires returned	27

Percentage of responses in each category

	Agree	Disagree
I am happy with the school my child attends.	26	0
I think this school meets my child's special education needs.	27	0
I believe that the school helps me to understand what my child is taught.	26	1
I think that the school keeps me well informed about my child's progress.	22	4
I am happy with the standards of behaviour at this school.	26	1
I believe that this school helps my child have positive attitudes to school work.	25	1

I believe that this school helps my child to mix well with other children.	25	1
I believe that this school promotes the personal and social development of my child.	27	0
I think that this school prepares my child for the next stage of education and training.	25	0
I feel supported by the school.	25	0
I feel that my child is safe at this school.	27	0
I believe my child likes this school.	24	2

Questionnaires were sent to parents, to carers and to social workers.

All but one of the parents who responded felt that the school supported the pupil and family very well. All considered that the school met the special needs of their children well and promoted their personal and social development successfully. A small number of parents felt that the school could communicate more effectively with them (although one of these noted that this could be a problem more properly attributed to the local social services department).

The responses from social workers were all strongly supportive of the school's ethos, its communication with them and with families, and all aspects of its work with pupils. One social worker who responded that the child did not like school also pointed out that the child would not like any school in which he was placed.