

# Grateley House School

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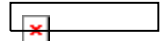
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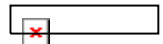
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**Introduction and summary**

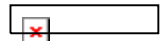


**Purpose and scope of the inspection**



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

**Information about the school**



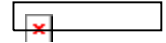
Grateley House School is an independent residential special school for pupils with Asperger Syndrome and similar conditions. The school is in the ownership of the Hesley Group, which has several other establishments providing education and residential care for children and adults with special educational needs. The school occupies a former manor house and is set in 8 acres of parkland in the Hampshire village of Grateley, approximately five miles from Andover. The Hesley Group acquired the site and opened it as a school in 1986.

The school is registered to provide education for 42 boys and girls aged between 11 and 16. Since September 2004, an additional programme for a small group of post-16 students has been introduced. Some of the pupils and students have a history of disrupted schooling and all have a statement of special educational need (SEN). There are currently 33 pupils and students on roll, of whom two are day pupils, ten are girls and six are post 16 students. Pupils attend from 23 local authorities from across the United Kingdom. The school operates for 38 weeks of the year and almost all places are funded by pupils' and students' local authorities.

The school aims to offer a broad and balanced curriculum which enables pupils to develop their learning potential. There is a strong emphasis on improving pupils' self-esteem and ability to co-

operate with others. Each pupil and student has an individual programme designed to improve their independence and social skills and some have access to regular speech and language, art and occupational therapies.

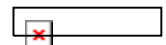
### Summary of main findings



Grateley House School provides a caring environment in which pupils and students make good academic progress and learn to become increasingly independent. Teaching is good overall and is particularly effective for older pupils and students, who achieve good examination passes relative to their ability. Students are well prepared for leaving school through the post 16 programme.

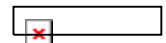
The school is successful in achieving its aim to offer a broad and balanced curriculum, which is well supported by a wide range of evening clubs and activities. There are good levels of supervision and staff are sensitive to pupils' and students' needs. Strategies to meet fully the needs of a small number of pupils with challenging behaviour, and those with more complex learning difficulties are not implemented consistently. The headteacher and an experienced senior management team have ensured significant improvements in recent years and have constructive plans for the next stage of development.

### What the school does well



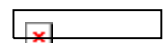
- o teaching is good, particularly in Key Stage 4 and post-16 lessons and ensures that pupils and students make good academic progress;
- o very good assessment systems are in place which measure pupils' and students' achievement;
- o good curriculum offers the full range of National Curriculum subjects, well supported by the evening clubs and activities;
- o a high standard of care and welfare and the 24-hour curriculum provided by both care and education staff very effectively supports the development of pupils' independence; and
- o parents and other interested parties are provided with very good information about the school and pupils' and students' progress.

### What the school must do in order to comply with the regulations



- o the school meets all the regulations.

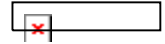
### What the school must do to comply with the Disability Discrimination Act (DDA) 2002



In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

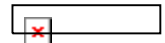
### Next steps



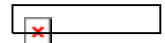
Whilst not required by the regulations, the school might wish to consider the following points for development:

- review teachers' planning and their use of resources to meet the needs of lower achieving pupils and to support those experiencing difficulty with writing; and
- further develop strategies for managing the small number of pupils with challenging behaviour.

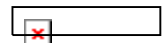
### Compliance with the regulations for registration



### 1. The quality of education provided by the school



#### The quality of the curriculum



The school is successful in achieving its aim to offer a broad and balanced curriculum and all NC subjects and religious education (RE) are taught. There are specialist facilities for teaching science, art and design, information technology, design and technology and food technology. Physical education (PE) is provided by using the on-site facilities for outdoor games and making weekly visits to a local sports centre and swimming pool. There is an appropriate personal, social, health and citizenship education (PSHCE) curriculum in place and each pupil and student has an individual programme designed to improve their independence and social skills. Some have additional access to regular speech and language, art and occupational therapies. Careers education is taught to older pupils and students and a Connexions adviser attends annual reviews and conducts individual interviews to give advice on future work or training. The curriculum satisfies the requirements of pupils' and students' statements of SEN.

There are mixed age classes in Key Stage 3 and a three year cycle of planning is in place to ensure that there is sufficient breadth and progression in pupils' learning. History, geography and RE are currently taught in half- termly rotation. Links between topics taught in lessons and themes explored in assemblies are not always as strong as they could be.

Pupils in Key Stage 4 follow general certificate of secondary education (GCSE) and entry level courses in English, mathematics, science, ICT, AD, DT and food technology. Post-16 students

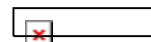
complete the recently developed post 16 'Moving On' programme, which includes literacy and numeracy schemes and leads to an Award Scheme Development and Accreditation Network (ASDAN) certificate in lifeskills. Students also benefit from a range of courses offered at local colleges, which include animal husbandry, AD, food hygiene and Computer Literacy and Information Technology. Successful enterprise activities have been established by students; for example, running car wash and sandwich making businesses and designing and selling Christmas cards. Proceeds are carefully collected and profits held in a bank account. Suitable work experience placements are also arranged for pupils and students, which have included working in a café and a shop.

The school provides sufficient taught time during the week and there is an appropriate balance between subjects. Additional activities are included to develop pupils' and students' self-esteem, such as horse riding and drama sessions. Some pupils with more complex learning and behavioural needs have personal timetables, which provide several individual sessions. These timetables have been carefully constructed to focus on pupils' strengths and build their self-esteem; for example, one pupil who is a sailing enthusiast is currently rebuilding a small boat of which he is very proud. There are regular house meetings and daily tutorial sessions for pupils to discuss personal and group issues. However, the use of tutorial time at the end of each day sometimes lacks focus.

An experienced senior management team provide good curricular leadership. A member of staff takes responsibility for each curriculum area and there are policies and schemes of work in place for all subjects.

It is school policy not to set homework in order to encourage pupils and students to perceive the school as separate from the home environment. However, there is a wide range of evening clubs and activities, which includes dance, badminton, swimming and ICT. Teaching and care staff liaise regularly to ensure that the 24-hour curriculum provided by both care and education very effectively supports the development of pupils' and students' independence.

### **The quality of the teaching and assessment**



Teaching and learning are good overall and are particularly strong in Key Stage 4 and post-16 lessons. In over half of the lessons seen teaching was good or better and in almost all others it was at least satisfactory. Teachers have high expectations and lessons are carefully planned with tasks generally well matched to pupils' and students' ability.

In the best lessons, there is a clear introduction which explains to pupils and students what they are expected to learn, sometimes supported through visual prompts. There is a brisk pace and a purposeful atmosphere, which ensures that pupils and students settle quickly and work hard. Teachers demonstrate good subject knowledge, which enables them to set challenging work and quickly move pupils and students onto the next stage as they complete set tasks. Behaviour is sensitively but firmly managed with clear expectations and boundaries. Lessons are carefully structured to take account of pupils' social difficulties, for example in drama when pupils learn to listen to each other, co-operate and to work in a group. Teachers use the lesson to help develop pupils' and students' independence, which occurs when they routinely take responsibility for tools and equipment in DT and food technology, or put books and equipment away in science and mathematics lessons. ICT is used well to support learning, for example in mathematics lessons when lower achieving pupils use laptops to interpret data represented in graphs, in PSHCE when students use the internet to search for information on organisations and in the post-16 enterprise course when students use software to design Christmas cards. In a small number of lessons, the learning intentions are insufficiently clear and pupils become disengaged. A small minority of teachers are not consistent in implementing behaviour management strategies and occasionally inappropriate behaviour is not picked up quickly enough. As a result, minor infringements escalate.

Staff are generally sensitive to the learning needs of pupils with Asperger Syndrome. Consequently most pupils and students have positive attitudes to learning and work hard. Pupils are pleased to talk about their achievements, such as when they show posters they have designed in ICT or meals they have prepared in food technology and older students recognise their increasing maturity when they describe their successful work experience or ability to travel independently. A small number of pupils display quite challenging behaviour and do not always respond readily to the existing strategies used to manage them.

Teachers demonstrate very good knowledge of the full range of NC subjects taught and the curriculum for post-16 students. The knowledge and understanding of some teachers to plan for the needs of lower achieving pupils and students is less secure. On appointment, teaching, support and residential staff receive induction and training which ensure a common approach to education and care. Although teaching assistants often demonstrate good knowledge of pupils' and students' needs and support them well, in a minority of lessons their role is unclear and their skills are underused.

Resources to support teaching and learning are satisfactory. There is appropriate equipment to support the teaching of practical subjects and there is a designated room allowing each pupil or student access to an individual computer. Resources to support the teaching of lower achieving pupils and artefacts to support the teaching of RE, history and geography are underdeveloped.

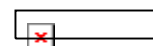
There are very good systems in place for assessing pupils' and students' progress. The school tests progress in spelling, reading and numeracy on entry and teachers keep termly records of pupils' progress against NC levels for each subject. Assessment information is used well to inform lesson planning. Detailed information on pupils' and students' academic, behavioural and social progress over time is collated by the deputy headteacher and the data are analysed to highlight trends.

Pupils and students make good progress relative to their ability, which is demonstrated by the number of GCSE and entry level examination passes achieved each year in English, mathematics, science, ICT, AD, DT and food technology. Post-16 students demonstrate increasing levels of maturity and independence and are well prepared for leaving school. Scrutiny of pupils' work generally shows they are achieving well. A small number who have difficulty with writing require a clearer, more structured approach to recording their ideas and presenting their work. Records show that the majority of pupils make good progress in managing their behaviour and are learning to become more independent.

***Does the school meet the requirements for registration?***

Yes.

**2. The spiritual, moral, social and cultural development of pupils**



The school makes satisfactory provision overall for pupils' and students' spiritual, moral, social, and cultural development, with strengths in provision for their moral and social development.

The spiritual development of pupils and students is primarily taught through the PSHCE curriculum and the daily act of collective worship, when they have the opportunity to participate in prayer. In PSHCE, pupils and students are encouraged to value themselves and each other, especially by understanding and coming to terms with the difficulties posed by Asperger Syndrome. For some individuals, attendance at art therapy, drama therapy, psychotherapy and yoga sessions provides an opportunity for developing self-awareness. In some of the residencies, quiet aromatherapy sessions are accompanied by soft music, allowing pupils periods of calm and reflection prior to going to bed. However, there are insufficient opportunities in subjects across the curriculum for

pupils to experience a sense of awe and wonder.

Pupils and students are helped in their social and moral development by the tutorial and key worker system operated by the school, which provides a good bridge between education and care. The key worker discusses and reinforces at an individual level many of the moral, legal and behavioural aspects of life, which are formally taught within the PSHCE curriculum and in social skills lessons. With their key worker, pupils and students discuss their behaviour and its' impact on others, their rights and responsibilities within the wider community and the correct way of accessing sources of assistance through the institutions and services available to them. Targets for individual improvement are set and monitored. This system ensures that increasing knowledge and awareness is founded on a practical base, pertinent to each pupil's or student's needs. Pupils and students value the support and guidance they receive from the key workers.

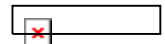
The Student Council, with representatives from each residential house, provides an effective forum for discussing school community. Council meetings are run in an orderly manner and each representative's points are heard and respected. During the ensuing discussion, representatives demonstrate a mature and sensitive understanding of the impact of decisions on others. Social responsibility is further promoted through the different charities which the school supports, most recently Children in Need and Sport Aid. A range of social activities are provided in the evenings and at weekends by care staff, who enable pupils and students to make full use of the facilities provided by the wider community. These include visits to places such as the cinema, bowling alley and aquadrome.

The RE and food technology curricula are the main sources for the development of pupils' and students' cultural awareness. Studying the major religions provides opportunities to consider different customs and practice. This is further developed in food technology where meals common to different cultures are prepared and made, for example stir fries and curries. Religious festivals are celebrated in assemblies and an American preacher and a member of the Sikh faith have visited the school. There have been some organised trips, for example to local castles, Sea World in Weymouth, and the Science Museum in London. However, these are relatively infrequent and the school would benefit from a more developed programme of visits to museums and places of cultural interest.

***Does the school meet the requirements for registration?***

Yes.

**3. The welfare, health and safety of the pupils**



The school gives a high priority to pupils' and students' welfare, health and safety. It provides a caring environment, which recognises the particular needs of pupils and students with Asperger Syndrome. Parents who responded through the questionnaire agreed that the school is well managed and that the many and varied support systems work effectively. All pupils and students are cared for and cared about. A cornerstone of this is the good liaison between education and care staff and the delivery of a 24-hour curriculum. A range of therapy is available for those individuals who require it. Relationships between teachers and staff who provide therapies are positive and a number of individual pupil programmes are effectively integrated into the curriculum.

There are comprehensive written policies to safeguard pupils' and students' welfare and safety which include child protection, anti-bullying and health and safety. A record book for sanctions is kept in line with regulations. Positive behaviour management approaches are generally used consistently across the school and in the residential provision. However, there are a small but significant number of pupils and students who would benefit from a more structured approach to

behaviour management.

The school takes good care of pupils with regard to health, safety and First-Aid. A number of education and care staff are qualified in First-Aid and their names are posted throughout the school. Risk assessments for educational visits are carried out and staff are provided with clear instructions about their response in the event of an emergency. Appropriate fire risk assessments have been undertaken. The National Care Standards Commission (NCSC) regulations apply to the school and a recent inspection by NCSC gave a positive report on the school.

Admission and attendance registers are regularly completed, although there is some duplication and confusion between the purpose of the different attendance registers and the reasons for pupils' and students' absences are not always described.

The school and its residential buildings meets many disability requirements, however there is currently no plan in place to improve accessibility.

***Does the school meet the requirements for registration?***

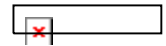
Yes.

***What does the school need to do to comply with the DDA?***

In order to comply with the requirements of the DDA the school should:

- o devise a three-year plan to improve the accessibility of the premises.

**4. The suitability of the proprietor and staff**

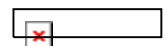


The registered proprietor of the school is The Hesley Group Ltd, which includes directors and a chairman of the board. All staff have been subject to satisfactory clearance at an enhanced level with the Criminal Records Bureau. There are clear records to show that staff qualifications, identity and work permits are checked and that references are taken up with previous employers. Procedures are in place to ensure that documents are appropriately updated and there are good arrangements for the ongoing training, support and supervision of staff.

***Does the school meet the requirements for registration?***

Yes.

**5. The suitability of the premises and accommodation**



The standard of the premises and accommodation is satisfactory. The premises are well maintained and there is a high standard of hygiene and cleanliness. Classrooms provide an attractive environment for learning, which is often enhanced by good displays of pupils' and students' work.

The main house is used as an office, staff resource base, kitchen and dining hall, and some residential accommodation is located on the first floor. Education is mainly provided in three



adjacent buildings which comprise six classrooms, a hall and specialist teaching areas for science, ICT, D&T art and food technology. Some of the classrooms are cramped for the numbers of pupils and students using them, particularly the food technology room. D&T is taught in a portable classroom and there is no designated room for music. The hall, science, English and mathematics classrooms are in an attractive new extension.

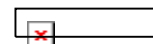
The residential accommodation is of a high standard and is located in the main house and two detached houses. One of these houses is allocated for use by the post-16 students to emphasise their developing maturity. There are plans to further develop the site by adding a third residential house and building several new classrooms to improve facilities for teaching art, D&T, food technology and ICT.

The accommodation is suitable for the needs of the numbers of pupils currently attending and the extensive grounds provide ample space for outdoor play, which includes a football field, all-weather basketball pitch and adventure play area.

***Does the school meet the requirements for registration?***

Yes.

**6. The quality of information for parents and other partners**



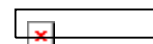
The school provides very good information for parents and other interested parties. The comprehensive school prospectus sets out the school's aims, philosophy, organisation, admission arrangements, approach to behaviour management, child protection procedures and provision for pupils' welfare. It also includes information regarding other services provided by the Hesley Group and details of their website. Parents and carers of new entrants to the school are provided with further details regarding practice and procedures, together with a copy of the of the complaints procedure.

Parents receive a weekly report on their children's progress and an annual report which gives more detailed information on their academic and social progress. Progress by pupils and students' in the development of their independence and communication skills is appropriately highlighted and commented upon. An annual open day is held to provide an opportunity for parents and carers to meet school staff and view pupils' and students' work. A termly newsletter on special events and items of school interest keeps parents abreast of developments at the school and a 'Hesley Update', published three times a year, informs parents and carers of developments within the group. Local authorities receive an annual account on the use of funding and information on the review of pupils' statements as required by the regulations.

***Does the school meet the requirements for registration?***

Yes.

**7. The effectiveness of the school's procedures for handling complaints**



The school has a clear policy which sets out how parents may make informal or formal complaints to the school. It is thorough and meets all the regulations. A copy of the school complaints policy is

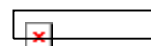
sent to the parents and carers of all newly admitted pupils and students and to placing authorities.

In response to the parental questionnaire sent out prior to the inspection, all parents agree that they understand the school's procedure for handling complaints.

**Does the school meet the requirements for registration?**

Yes.

**School details**



Name of school:	Grateley House School		
DfES ref number:	850/6058		
Type of school:	Special		
Status:	Independent		
Age range of pupils:	11 - 17 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 22,	Girls 10,	Total 32
Number on roll (part-time pupils):	Boys 1,	Girls 0,	Total 1
Number of boarders:	Boys 22,	Girls 9,	Total 31
Number of pupils with a statement of special educational need:	Boys 23,	Girls 10,	Total 33
Annual fees (day pupils):	£50,630		
Annual fees (boarders):	£101,260		
Address of school:	Church Lane Grateley Andover Hampshire SP11 8JR		
E-mail address:	grateley@hesleygroup.co.uk		
Telephone number:	01264 889751		
Fax number:	01264 889212		
Headteacher:	Mrs Susan King		
Proprietor:	Hesley Asperger Syndrome Service		
Lead Inspector:	Mr Andrew Redpath		
Dates of inspection:	29 November - 2 December 2004		

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