

# Brewood Secondary School

Independent Special School

Inspection Report

DCSF Registration Number	886/6070
Unique Reference Number	119021
Inspection number	330404
Inspection dates	19 May 2009
Reporting inspector	Anne Duffy HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the students' spiritual, moral, social and cultural development; the arrangements for safeguarding students and the improvements the school has made since its last inspection.

## Information about the school

Brewood Secondary School in Deal is owned and managed by Lynstead Children's Services, which also owns one other special school and a number of children's homes in Kent.

At the time of the inspection there were 12 students on roll: eight boys and four girls. Although the school is registered for ages 11 to 18, the current student group is aged between 13 and 18. All students have statements of special educational needs or are undergoing statutory assessments due to their behavioural, social and emotional difficulties. All have English as their first language. Currently all students are looked after and a small number of them are resident at one of the organisation's children's homes.

Students come to the school with a disrupted educational history and many have been out of school for some time before joining Brewood. The school aims to, 'Empower young people by enabling them to make effective choices and manage their own behaviour'.

The school was last inspected in 2006.

## Evaluation of the school

Brewood Secondary School provides students with a satisfactory quality of education. The students' spiritual, moral, social and cultural development, in the context of their significant behavioural and social needs, is good. The curriculum, teaching and assessment are satisfactory and meet the needs of the students, whose motivation and behaviour improve during their time at the school, thus enabling them to make satisfactory progress overall. The caring ethos of the school is reflected in the relaxed atmosphere and good relationships between staff and students and is supported by good procedures for the safeguarding of its students. The school has yet to complete an appropriate plan in order to meet the requirements of the Disability Discrimination Act 2002, an issue which was raised by the last inspection.

## Quality of education

The quality of the curriculum is satisfactory. Since the last inspection the school has taken steps to address the suggested areas for improvement. It has successfully extended the use of information and communication technology in all classrooms. Recognising that it could be more responsive to the needs of its students, it has also endeavoured to extend the curriculum and create more opportunities to encompass work-related learning and careers guidance. Students have benefited from taster courses such as hairdressing, but opportunities have been variable for different students.

The school works well with carers and benefits from good links with the children's homes that are part of the parent organisation. As a result, good arrangements are in place for students to receive the guidance they need to prepare them for moving to the next stage in their personal lives. The school agrees with points made by students and one of the placing authorities that current extra-curricular opportunities do not sufficiently enrich and support students' experiences.

Teaching and assessment are satisfactory. Strengths in teaching include the long-term planning, which takes into account the demands of examination courses, and the personal understanding that each member of staff has of each student. Teaching methods, underpinned by excellent relationships, are successful in encouraging improved behaviour. Students generally stay on task and are engaged in their learning, enjoying their lessons most when learning is interactive and fun. They are supported particularly well when teaching assistants actively join in with the lessons' activities. Teachers use their knowledge of students well to plan and prepare their lessons. However, lesson planning is not consistently based upon clear learning targets, which focus on what students will learn rather than on what they will do. Marking, although completed conscientiously, does not provide clear guidance to students about the levels at which they are working or how they could improve their work. Students and parents or carers identify homework as an area that could more effectively support learning.

Students' academic progress is satisfactory. There is an emphasis on GCSE accreditation. Students who are unlikely to achieve at this level take the Entry Level Certificate but do not have the opportunity to achieve success in a broader range of more suitable accreditation. Nevertheless, staff work hard to build success where possible so that students leave school having gained Entry Level Certificate or GCSE accreditation in at least one subject. In the absence of a whole-school approach to tracking and monitoring progress, teachers' individual systems do not provide enough information about students' achievement. As a result it is unclear whether all students are doing as well as they can. The emphasis upon promoting better behaviour and developing social skills permeates the curriculum but this is sometimes at the expense of ensuring that as much progress is being made academically as socially.

## Spiritual, moral, social and cultural development of the students

The spiritual, moral, social and cultural development of the students, which often starts from a very low base, is good. Students speak warmly of the positive impact of their time at the school. As one student said, 'This school has had a good effect on me. You can have a laugh while you're working'. This increased enjoyment has a positive impact upon students' attendance, which is satisfactory and for many, a great improvement from previous placements.

Many students enjoy the opportunity to develop skills that they did not know they had, particularly in art, poetry and performance. They very much enjoy planning and taking part in the 'Brewood Talent Show' and the school pantomimes. They develop an awareness of other people's lives and cultures through discussion and exploring different ideas for their work. They respond well to the lessons learnt in the daily circle time, where they are encouraged to consider and acknowledge differing points of view. Students' behaviour is satisfactory. Although always behaving well remains difficult for some students, the example set by every member of staff creates a positive and encouraging atmosphere to which they gradually respond. As a result, extreme verbal or physical outbursts are relatively rare in school. Older students often work well with younger ones. Individuals' ideas of how to support charities and, for example, purchase a piece of the rainforest, are taken up and responded to. In these ways students contribute positively to the school and wider community and develop skills which will be of use to them in their future lives.

## Safeguarding students' welfare, health and safety

The school recognises that all its students are vulnerable, and makes good overall provision for their welfare, health and safety. Thorough policies and procedures safeguard students and these are regularly monitored by the headteacher as well as the operational director of Lynstead Children's Services. Good systems are in place for staff's professional development in many aspects of care and support. The headteacher, who is the designated child protection officer, has completed recent certificated training and all staff receive regular training to keep up-to-date with child protection matters. Students' health is promoted well through food technology which is taught throughout the school, as is education about the use or misuse of drugs, alcohol and smoking. Physical activity, although somewhat limited by facilities, is participated in by all students. The level of supervision is good and students generally feel safe. They are regularly taught about, and therefore have a sound knowledge of, internet safety. The school carried out an audit for disabled access in 2006 but has not yet carried out its planned actions, nor fully addressed access in the light of the students' disability needs.

As part of its approach to the management of students' behaviour the school uses the 'Team Teach' programme and staff are good at diffusing potentially volatile situations. Students appreciate their allocated time to talk with one of the staff, particularly the headteacher, and know that they can go to anyone if they have a problem or a worry.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of one listed below.

In order to comply with the requirements of the Disability Discrimination Act 2002, the school should:

- take action to improve access to the curriculum and the premises.

## What the school could do to improve further

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

- put in place a whole-school system for tracking and monitoring students' progress
- increase college- or work-related opportunities for all students at Key Stage 4 and beyond
- implement its plans to provide alternative or additional accreditation for those students for whom GCSE or Entry Level certification are not appropriate.

## Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education			√	
How well the curriculum and other activities meet the range of needs and interests of students			√	
How effective teaching and assessment are in meeting the full range of students' needs			√	
How well students make progress in their learning			√	

### Students' spiritual, moral, social and cultural development

Quality of provision for students' spiritual, moral, social and cultural development		√		
The behaviour of students			√	

### Welfare, health and safety of students

The overall welfare, health and safety of students		√		
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## School details

Name of school	Brewood Secondary School		
DCSF number	886/6070		
Unique reference number	119021		
Type of school	Special school		
Status	Independent		
Date school opened	2005		
Age range of students	11–18		
Gender of students	Mixed		
Number on roll (full-time students)	Boys: 8	Girls: 4	Total: 12
Number of students with a statement of special educational need	Boys: 7	Girls: 4	Total: 11
Number of students who are looked after	Boys: 8	Girls: 4	Total: 12
Annual fees	£22,435		
Address of school	86 London Road Deal Kent CT14 9TR		
Telephone number	01304 363000		
Fax number	01304 363099		
Email address	school@brewooded.fsnet.co.uk		
Headteacher	Mr J Daniel Radlett		
Proprietor	Mr John Baker, Lynstead Children's Services		
Reporting inspector	Anne Duffy HMI		
Dates of inspection	19 May 2009		