

Eastwood Grange School

Independent Special School

Inspection Report

DCSF Registration Number	830/6013
Unique Reference Number	113026
URN for social care	SCO 41666
Inspection number	334278
Inspection dates	10–11 June 2009
Reporting inspector	Susan Aldridge
Social care inspector	Elaine Cray

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). The inspection of boarding was carried out under the Care Standards Act 2000.

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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.

An inspection of the boarding provision was also carried out. The full report on this provision is not published but may be obtained from Ofsted by telephoning 08456 404040.

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

Information about the school

Eastwood Grange is a small residential and day provision situated in a rural location in Derbyshire. It opened in 1990 and is owned and managed by the Priory Group of schools. The school caters for boys aged from 11 to 17 with severe behavioural, emotional and social difficulties (SEBD). On arrival, most have had a fractured experience of education including long periods of non attendance at school. Most have statements of special educational needs. Almost all of the students are of White British backgrounds. The school aims to make a difference to the lives of the students by *'being a centre of excellence for education, residential care and therapy.'* The school was last inspected in June 2006.

Evaluation of the school

Eastwood Grange provides a good quality of education and meets its aims well. It successfully improves students' behaviour and attitudes to education, and enables them to make good progress so that they achieve well. As a result, their life chances improve significantly. The school meets all the education regulations but does not comply fully with the Disability Discrimination Act (2002). There has been good improvement since the last inspection.

Quality of education

The school provides a good curriculum that is tailored well to the students' ages and individual needs. Suitable action has been taken to improve the curriculum since the last inspection, particularly the provision for technology, personal, social and health education and that for English at Key Stage 3. Improvements have added breadth to the curriculum and these now ensure that students do not miss out or repeat work unnecessarily. There are detailed schemes of work for all the subjects taught. The school provides the full National Curriculum and goes the extra mile to ensure that

students' needs, as prescribed on their statements of special educational needs, are met very well. For instance, a qualified signer supports students who have hearing impairment, which is particularly helpful in developing their understanding of concepts, such as fractions.

There is a good quality programme of careers education, and guidance is provided by representatives from the Connexions service, so students are well informed about options once they leave school. A recently implemented comprehensive life skills course is jointly taught by the school and the residential setting. This prepares students well for life after school. College links give students an awareness of the possibilities in further education and students work together in enterprise activities such as making and selling greetings cards. For some older students, work experience in the form of voluntary work in the community is provided, and the school has rightly identified work-related learning as an area for further development. A good programme of personal, social and health education is supplemented well by activities carried out in the residential setting. There is good enrichment of the curriculum, particularly for students in residence, who have a very wide range of enjoyable and interesting activities and visits in the evenings and at weekends.

There is a satisfactory range of accreditation to cater for students' abilities. They work towards full and short course GCSE qualifications, entry levels and unit awards in almost all of the subjects taught. The school is working towards providing accreditation for art and design and design and technology. The current accreditation for information and communication technology (ICT) is not challenging enough for the most able students and there are suitable plans to introduce a higher level course.

Students' basic skills are thoroughly assessed when they first arrive and this information is used effectively to provide additional programmes for them, particularly in literacy. Students often enter with literacy skills significantly lower than might be expected at their age. The school's intervention enables them to make quite dramatic gains in basic skills, and students are justifiably proud of their successes in this respect.

The quality of teaching and assessment is good and results in students making good progress from their starting points in all subjects. Accurate assessment is used effectively to plan activities that usually provide a suitable challenge for the students. Most teachers have good subject expertise, and have high expectations which are effectively communicated to students. Most manage students well, which results in them being motivated and well engaged throughout lessons. However, this is not yet consistent in all lessons. Teachers implement consistently the guidance they are given. For instance, the three-part lesson is well established and teachers quickly engage students in appealing initial activities. Learning intentions are made clear to students, and these are revisited towards the end of each lesson, giving students a sense of achievement. The school's well established rewards system motivates students to earn points in lessons for their work, behaviour and attitudes, and students take increasing responsibility for their learning.

Teaching makes good use of ICT to present information and bring learning to life, through the use of video clips, for instance. However, not all classrooms have access to interactive whiteboards.

National Curriculum levels are used by staff to monitor and evaluate progress made by students, both through teachers' regular assessment and the use of optional tests. Examination passes are used at Key Stage 4, and results are carefully analysed as part of the school's self-evaluation, which has improved since the last inspection.

Spiritual, moral, social and cultural development of the pupils

Students' spiritual, moral, social and cultural development is good. Students make significant improvements in their behaviour and maturity in their time at the school. Behaviour and attendance at school are both good. Students respect the school rules, the staff, the building and its resources. Their attitudes to learning improve and are good. They grow in self-esteem and in their tolerance of differences between people. The school's themed days are popular. They provide students with enjoyable experiences of the foods and customs of people from different countries. As part of their humanities studies, students learn about Christianity and other faiths. Students in residence have very good opportunities to socialise with one another but day students, who have their own common room, have few chances to mix with residential students other than in lessons and at the lunch table.

Students understand that they have to earn trust before they can take on responsibilities such as going to the shop for a morning newspaper. They contribute well by helping in the school grounds and in the local community. Through the life skills programme, students learn to budget, look after themselves and acquire skills that will help them in adult life. The residential setting contributes very effectively to this aspect of residential students' development. The improved citizenship curriculum gives students a good awareness of how society works, what facilities and services are available and how to access sources of support.

Safeguarding pupils' welfare, health and safety

Arrangements for safeguarding students' welfare, health and safety are good. There is very good liaison between teaching and residential staff, and with parents. This ensures, for example, that teachers know how individuals have fared overnight. There are comprehensive arrangements for training staff in all matters relating to students' welfare, health and safety. All the required checks are carried out on staff prior to their appointment and these are recorded in a detailed single record. Students are encouraged to eat healthily and take a reasonable amount of exercise during the school week, although some would like to be able to kick a football around at break time. Students learn effectively about risks, such as those associated with sexual relationships or becoming a road user, and how to minimise these. There is excellent supervision of students at all times. There is an up-to-date fire risk assessment and all other risks are carefully assessed and suitable action is taken to reduce them. Following its audit of provision for disabled people, the school has

drawn up a plan showing how it will improve physical access. However, this covers one year only and does not include steps to improve access to the curriculum, so the school does not comply fully with the Disability Discrimination Act (2002).

Effectiveness of the boarding provision

The residential provision was judged to be outstanding, and almost all National Minimum Standards were met. A full report on this provision is available on application to Ofsted.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

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.

- Implement plans to improve the curriculum by extending the range of work-related learning experiences, and providing suitable accreditation in art and design, design and technology and ICT.
- Improve the quality of teaching so that management of pupils and the level of challenge is consistently good or better in all lessons.
- Provide further opportunities for day students to socialise with residential students during the school week.

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 pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of boarding provision

Evaluation of boarding provision	✓			
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School details

Name of school	Eastwood Grange School
DCSF number	830/6013
Unique reference number	113026
Type of school	Special, for students with BESD
Status	Independent
Date school opened	1990
Age range of pupils	11–17
Gender of pupils	Boys
Number on roll (full-time pupils)	Boys: 30
Number of boarders	Boys: 27
Number of pupils with a statement of special educational need	Boys: 27
Number of pupils who are looked after	Boys: 28
Annual fees (day pupils)	£56,949
Annual fees (boarders)	£117,216
Address of school	Eastwood Grange c/o Priory Group Priory House Randalls Way Leatherhead Surrey KT22 7TP
Telephone number	01246 590255
Fax number	01246 590215
Email address	rayscales@priorygroup.com; derekkitchin@priorygroup.com
Headteacher	Mr Derek Kitchin
Proprietor	Priory Education Services Limited
Reporting inspector	Sue Aldridge
Dates of inspection	10–11 June 2009